

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	The Chester Upland School District will determine its most important educational needs as a result of COVID-19 by analyzing all datasets available prior to COVID-19, including benchmark assessment data, PSSA data, Dibels data, and data available via technology-based interventions. Students will be administered benchmark assessments in the areas of reading and mathematics at the start of the school year. Academic benchmarks will be completed quarterly. Additionally, the attendance rate from the previous year will be examined to determine which students need a higher level of intervention to accelerate skills due to loss of instructional time
Chronic Absenteeism	Chronic absenteeism will be monitored closely by our Attendance Improvement Center A.I.C. through running regular reports of students who miss 3, 6, and 10 or more absences. Student engagement will be measured by regular classroom walkthroughs by district and school administration with a focus on effective teaching strategies. The implementation of school based teams to monitor attendance at the school level is crucial. Truancy staff will serve as a support to students and families regarding both in-person and virtual school attendance. Truancy staff will be in direct contact with parent/guardian and students to determine the barriers that are interfering with school attendance and offer supports and solutions. Truancy staff will monitor student attendance through Student Attendance Conferences (SAIC's) and completion of Student Attendance Improvement Plans (SAIP's). This contact will be completed via telephone, letters, email, zoom sessions and home visits. Truancy staff will also support schools with daily attendance reconciliation, reports, questions, and concerns. Truancy Department will support our efforts by partnering with outside agencies such as Child Guidance Resource Center, Justice Works, Juvenile Probation and Children Youth Services. In addition, as a last resort parents of students in violation of compulsory attendance law will be forwarded to District Court for Violation of Compulsory Attendance Law.
Student Engagement	The Chester Upland School District will increase the enrollment in our extended day and Saturday extended programs to provide enrichment activities in an effort to increase student engagement. Additional needs will be assessed by reviewing attendance data from remote learning, which began in March; by analyzing performance data of students that participated in remote learning; by identifying students that completed work packets; by identifying students that did not engage in instruction and learning; by surveying teachers and parents; and by administering pre-assessments at the beginning of the 2021-22 school year.
Social-emotional Well-being	In each of our schools, students will complete a social emotional survey several times per year. From the results of the survey, our student support staff will connect with students to provide the appropriate support. Additionally, staff will receive training in social emotional learning that will be embedded in the general curriculum.

	Methods Used to Understand Each Type of Impact
Other Indicators	

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
Students from low-income families	Students from low income families will be offered resources such as materials and supplies, Chromebook technology, hotspot, and food. Transportation for students who rely on bussing will be offered to increase participation in afterschool programs. After benchmarking students, the use of interactive learning systems such as Imagine Learning, IXL will be used to provide personalized instruction. Through the support of reading and math specialists, students will receive targeted small group instruction to accelerate learning and to address instructional gaps.
English learners	Provide professional development to teachers in the area of instruction English learners. English learners will also be invited to participate in extended day programs as a way to increase engagement in the school community and provide enrichment. When possible, students will be benchmarked in their native language to identify skill gaps. English learners will continue to receive targeted instruction.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	One-third of our students have an Individualized Education Plan (IEP). We will provide students opportunities for extended day and weekend enrichment activities geared towards accelerating learning and addressing learning gaps. Programs will operate on 8-10 week cycles with teachers and administrators reviewing student data and addressing instruction. Additionally, interactive learning systems such as IXL, Read 180, Math 180, etc, will be used to provide personalized and targeted instruction. Extended School Year

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Programs are also available for qualifying students.

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
<p>Strategy #1</p>	<p>CUSD returned to a hybrid plan for learning to bring as many students back into the buildings in February 2021. We continued to offer remote learning for students that chose to remain virtual. We provided devices, connectivity access, materials and curriculum access to support hybrid and remote learning. We provided meals to families throughout the COVID-19 closure. During the Summer CUSD offered in person summer learning from 6/22/21 - 7/29/21. These programs encompassed enrichment, instruction and diagnostic assessments. In August, 2021 CUSD returned to in-person learning. Parent posted on the website to determine parents level of comfort of students returning to in person learning. Parents and students were offered the option to apply for K-5 Virtual for kindergarten - fifth grade and grades sixth through twelfth were offered Digital Learning. The slots for Digital Learning were highly determined from the results of completed surveys and applications completed by 7/31/21. Plans are being made to increase virtual learning slots for the 2022-2023 for grades third through twelfth.</p>

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	CUSD also provides after school and summer enrichment programs. During the 2020 - 2021 CUSD offered virtual afterschool programming and during the Summer CUSD offered in person summer learning from 6/22/21 - 7/29/21. These programs encompassed enrichment, instruction and diagnostic assessments. CUSD returned to in-person instruction on 8/30/21. All afterschool programming during the 2021- 2022 thus far have been in-person.

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	CUSD provides extensive SEL professional development for teachers and staff to address the needs of multiple student subgroups. Staff are able to address the social-emotional well-being of students through mindfulness activities, and tiered intervention and supports. Staff provided SEL workshops two times a week for K-8 students in the afterschool programs. SEL Initiatives and student services are being implemented through positive behavioral interventions and supports (PBIS) District-Wide. This will include the development of peer mediation, restorative practices, and responsive classrooms.

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.)

The district created a committee for decision-making for ARP ESSER funds that included board members who represented community partners, school and district administrators and families from the district that met using zoom and communicating through emails to engage in meaningful consultation.

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)**

We compiled a list of requests and desired projects from each group of stakeholders. The stakeholders provided input for ARP ESSER expending. They requested curriculum to address learning loss, and building improvements to address health and safety, staff to support SEL initiatives, and parenting resources.

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 committee will collaborate to develop the LEA Plan for the Use of ARP ESSER Funds. The plan will then be approved by the Receiver at the Board meeting. The LEA Plan will then be made publicly available on the district website within 90 of receipt of 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.

Chester Upland School District will offer Saturday, Twilight, and extended day opportunities for students. After completing benchmark testing, we will target students for small group instruction to occur after school for one hour 1.5-2 hours per week. When possible, the extended day teacher may pre-teach topics in an effort to prepare a student for future instruction. For students who are unable to attend in-person, we will offer zoom tutoring or small group sessions. Both in-person and zoom sessions will be organized by grade level. When possible, differentiated groups will be developed to maximize time during the extended day/week. Students who missed 20 percent or more time last year will also be targeted for the afterschool, extended week program. All funds will be used to provide enrichment, professional development, instructional support, social emotional learning, health and safety, and extended day programs.

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.

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? In each of our schools, students will complete a social emotional survey several times per year to address the social and emotional needs of both staff and students. From the results of the survey, our student support staff will connect with students to provide the appropriate support. Additionally, staff will receive training in social emotional learning that will be embedded in the general curriculum. The food services department continued to distribute nutritional breakfast and lunches throughout the pandemic during the academic year and summer programming. Distribution was available at three different locations as an added convenience to students and parents.

b. Access to Instruction: CUSD has requested to use ESSER II funds to support truancy initiatives. Average daily attendance for CUSD students for the 2020-2021 school year was 66.65%. This includes CUSD students who regularly attended hybrid and remote learning opportunities while 33% of CUSD students experience chronic absenteeism.

c. Mitigation Strategies: CUSD will continue to contract health services to provide nurses and staff to accommodate daily screenings of staff and students at each building, risk communication and COVID-19 education and contact tracing. We will also continue to contract cleaning services to disinfect buildings and provide additional cleaning beyond the scope of traditional cleaning. H

focusing on high touch areas such as doorknobs, light switches, bathroom fixtures, desks, tables, chairs, counters, doors, railings. Sanitation stations will be available for every classroom and in high traffic flow areas throughout the school buildings. Personal protective equipment has been purchased and is available for students and staff to aid in mitigation efforts for health and safety. District-wide temperature check stations and access control remote stations supporting touchless entry to facilities and social distancing, d. Facilities Improvements: CUSD maintenance staff will collaborate with professional services to repair/install HVAC and windows at CUSA, Toby Farms and STEM at Showalter to address environmental health hazards and improve ventilation. Hand and sanitizing stations will be maintained throughout the district. Ventilation systems will be both monitored and filters inspected regularly.

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)**

The evidence resource center provides technical support, resources, and opportunities to develop learning environments to promote lifelong learning for all students, whether children or adults. These collections of evidence-based strategies were created to help educators make evidence-based decisions and implement strategies, interventions, and activities that are best fit the needs of students, families, schools and community. The Chester Upland School District has 3 CSI schools. The schools identified are Toby Farms Intermediate School, Chester High School and STEM at Showalter. The Chester Upland School District has attended all trainings and meetings related to our CSI initiative. There are quarterly meetings held at the District Administration level, Monthly meeting with the District Administration, School Administration and school teams and bi-weekly meetings at the school level with building level administrators and CSI team members, The CSI teams are participating in goals reflective of each school’s individual challenges, strengths, goals, actions plan, action steps and outcomes. These schools are not participating in any interventions that are not supported by tier 1, 2, 3, or 4 evidence.

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	19,533,038	20%	3,906,608

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	Using our student information system (SIS), we will run a report of the previous year’s attendance data to identify students who were absent more than 20 percent of the days. This will be our starting point for identifying students with lost instructional time. Using DIBELS and CDT data, we will identify students in need of tier 2 and tier 3 support. Benchmark data will be collected and analyzed by building level/district admin and teachers to develop a plan moving forward. The district has hired a Supervisor of Assessment and Accountability whose primary role is to support district and school administration with data digs. Weekly, the supervisor will provide principals with an attendance update, disaggregating data by regular ed, special education, and ELL students. The Curriculum and Instruction Team will meet with building principals biweekly to review attendance, behavioral, and academic data to decide how to adjust curriculum and to identify students to target for tier 2 and tier 3 intervention. Additionally, the district has purchased computer adaptive systems that will create personalized learning paths for students to be used during intervention time and small group instruction. Students are expected to utilize these systems at least 60 minutes per week. The supervisor of assessment and accountability will regularly provide reports to the building principal regarding participation and academic growth of students using the computer adaptive programs. During the 2022-23 school year, CUSD will use iReady and MAP to provide as quarterly assessment tools, in which teachers will follow our data protocols to develop plans of instruction for students in the areas of math, reading, and science.
Opportunity to learn measures (see help text)	Benchmark data will be disaggregated by race, income status, and special education needs. The data will be reviewed on a biweekly to monthly basis, with the intention to identified targeted support for students. Additionally, teachers will be trained on a data protocol to be implemented after the conclusion of diagnostic and summative assessments. Principals and members of the C&I team will participate in data digs with teachers to assist with strategies to improve student learning.
	5 FTE - Literacy Specialist/Coach {At least one Bi-languag (Spanish/English)}5 FTE - Math Specialist/Coach {At least one Bi-languag (Spanish/English)}2 FTE- Instructional Technology CoachsAll instructional coaches are required

	Data Collection and Analysis Plan (including plan to disaggregate data)
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>to maintain a log of support for teachers in the district. Our coaching philosophy has shifted to a results oriented model, which is outcomes based and connected directly to student learning. Coaches will be expected to meet with teachers regularly to provide professional development, set instructional goals based on student benchmark data, provide real time coaching, model, and teach in tandem. As coaches work with teachers in cycles we will pull data directly from teachers working with our instructional coach. This will allow us to assess the growth of students over the time that the teacher received support and to determine its effectiveness.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>Using our SIS, we will pull afterschool and extended week data regularly to determine the effectiveness of the programs, as well as to determine student attendance. At the elementary level, we will be intentional with inviting tier 2 and tier 3 students to participate in reading and math intervention programs. Select students will attend either or both programs three days per week for a period of 8 weeks. Pre and post assessments will be administered to students to track growth in the after school program. To maintain consistent attendance in the program, incentives will be provided to students for regular attendance. CUSD will offer a robust summer program (MARS) for rising 1st through rising 8th graders. We will target students for the program based on attendance, academic benchmark and teacher recommendation. The program will take place for 6 weeks for 4 -6 hours per day. Students will receive intensive math and reading instruction, while also being exposed to a variety of enrichment activities in the arts and sciences. We will use our student information system to track student attendance in the program. All students attending in the summer will have access to the new computer adaptive program in order for a diagnostic (pre-assessment) to be administered. This will allow us to track student growth over the duration of the program. High School Students will participate in recovery and original credit courses. We will track student performance throughout the select courses to determine student progress.</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

\$19,533,038.00

Allocation

\$19,533,038.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$960,000.00	Learning Loss - Staff Salaries (8 FTE) to support Literacy and Math Initiative (2 Years)
1000 - Instruction	100 - Salaries	\$240,000.00	Learning Loss - Staff to Salaries (2 FTE) Bilingual Spanish and English to Support Literacy & Math Initiatives (2 Years)
1000 - Instruction	200 - Benefits	\$720,000.00	Learning Loss - Employee Benefits to support Literacy and Math Initiatives (2Years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$450,000.00	Learning Loss - Student Centered Cultural Exposure Activities (Field Trips, Speakers, Environmental Education etc.)
1000 - Instruction	100 - Salaries	\$240,000.00	Learning Loss - Staff Salaries for support Technology

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Function	Object	Amount	Description
			Instructional Specialist (2 FTE) 2 Years.
1000 - Instruction	200 - Benefits	\$144,000.00	Learning Loss - Employee Benefits to support Technology Instructional Specialist (2 FTE) 2 Years.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Learning Loss - Instructional Technology Chester Upland School of the Arts
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Learning Loss - Instructional Technology Main Street Elementary
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Learning Loss - Instructional Technology Stetser Elementary
1000 - Instruction	300 - Purchased Professional and Technical Services	\$50,000.00	Learning Loss - Instructional Technology Chester High School
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Learning Loss - Instructional Technology STEM Academy
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Learning Loss - Instructional Technology Toby Farms Middle School
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Learning Loss - Instructional Technology Digital Academy

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$60,000.00	Learning Loss - Salaries to support Extended School Day Program at Chester High School
1000 - Instruction	100 - Salaries	\$60,000.00	Learning Loss - Salaries to support Extended School Day Program at Toby Farms Intermediate School
1000 - Instruction	100 - Salaries	\$60,000.00	Learning Loss - Salaries to support Extended School Day Program at STEM Academy
1000 - Instruction	200 - Benefits	\$90,000.00	Learning Loss - Benefits to support Extended School Day Program at CHS, Toby and STEM Academy
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$75,000.00	Learning Loss - Enrichment Activities to support engagement in Districtwide Extended School Day Programs
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$650,000.00	Learning Loss - Twilight Extended Learning Program
		\$3,949,000.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$19,533,038.00

Allocation

\$19,533,038.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$200,000.00	Technology Support - Learning Management System/Data Dashboard System & Training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$250,000.00	Instructional Staff Development - Contracted Professional Development Workshops/Speakers
2200 - Staff Support Services	600 - Supplies	\$100,000.00	Instructional Staff Development - Books & Materials for Professional Development Workshops/Speaker (3 years)
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$150,000.00	Salary (Stipends) expenditures for ESSER Project Manager and Clerical Support (over 3 years)
2300 - SUPPORT SERVICES –	200 - Benefits	\$74,680.00	Benefits for ESSER Project Manager and

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Function	Object	Amount	Description
ADMINISTRATION			Clerical Support
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$100,000.00	Nursing Services to support testing and vaccination clinics
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$250,000.00	Districtwide Electrical Upgrades to sustain Technology Infrastructure Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$200,000.00	Districtwide White Shades to support lighting needs for Technology & Teaching
2600 - Operation and Maintenance	400 - Purchased Property Services	\$250,000.00	Districtwide Contracted Cleaning Services (Additional COVID related cleaning)
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$600,000.00	Districtwide Furniture/Upgrades for Building Common Areas
2600 - Operation and Maintenance	400 - Purchased Property Services	\$150,000.00	Miscellaneous Maintenance Supplies to aid COVID -19 mitigation efforts for Health & Safety
2700 - Student Transportation	500 - Other Purchased Services	\$100,000.00	Transportation Expenses (COVID related issues/Homeless Population)
4000 - FACILITIES			

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Function	Object	Amount	Description
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$7,007,000.00	HVAC Upgrades & Replacement - Toby Farms
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$1,994,000.00	Window Replacement - Toby Farms
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$1,446,000.00	HVAC Upgrades - Chester Upland School of the Arts
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$1,562,000.00	STEM HVAC Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$619,000.00	Window Upgrades - Chester Upland School of the Arts
2100 - SUPPORT SERVICES – STUDENTS	400 - Purchased Property Services	\$25,000.00	Life Skills Apartment Program Design and install an life skills apartment
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$100,000.00	Vocational Education Support - College visits/Job Fairs/College Fairs
2700 - Student Transportation	500 - Other Purchased Services	\$406,358.00	Transportation Expenses (Saturday School, Afterschool, Twilight Programs, and Field Trips)

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Function	Object	Amount	Description
		\$15,584,038.00	

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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	\$1,620,000.00	\$954,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,774,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$450,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450,000.00
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	\$725,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$725,000.00
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	\$100,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$250,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$350,000.00

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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	\$150,000.00	\$74,680.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$224,680.00
2400 Health Support Services	\$0.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00
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	\$200,000.00	\$400,000.00	\$0.00	\$0.00	\$0.00	\$600,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$506,358.00	\$0.00	\$0.00	\$506,358.00
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	\$13,678,000.00	\$0.00	\$0.00	\$0.00	\$13,678,000.00
	\$1,770,000.00	\$1,028,680.00	\$2,025,000.00	\$14,103,000.00	\$506,358.00	\$100,000.00	\$0.00	\$19,533,038.00
	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	\$19,533,038.00