

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	Benchmark assessments and locally developed formative and summative assessments continued to be administered throughout the 2020-2021 school year. Additionally, a baseline assessment will be administered in September 2021, providing the Mariana Bracetti team with a comprehensive understanding of learning loss in reading, mathematics, and science as well as potential pre-requisite skill gaps.
Chronic Absenteeism	Attendance, including chronic absenteeism, is tracked and monitored regularly at the whole school, grade, cohort, and student levels.
Student Engagement	Grade level lead teachers, the dean of students, and assistant principals monitored student engagement throughout the virtual school experience via one-on-one student meetings and virtual classroom observations. They will continue to do so with the return to on-site schooling through biweekly team meetings, one-on-one and small group student check-ins, and classroom observation cycles.
Social-emotional Well-being	Counselors checked in with students regularly throughout the virtual school experience and plan to meet with each student upon their return to on-site schooling to assess current and projected needs. The ARP ESSER plan includes additional support in this area through the additions of a counselor focused specifically on mental health and a pandemic coordinator to support student and staff wellness.
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
	A baseline MAP assessment will be administered in September 2021, providing the Mariana Bracetti team with a comprehensive understanding of learning loss in reading, mathematics, and science as well as potential pre-requisite skill gaps. Mariana Bracetti uses multiple measures to track student progress and needs. The data measures vary depending on grade level and content area as well as special education and English language learners. Staff members examine longitudinal trends to target curricular areas of need, and this

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Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	data is disaggregated to identify small groups and individual needs. Data measures currently utilized include MAP Growth, Ready Math and Reading, Study Island, American Reading Company's IRLA, IXL, Lexia, locally developed summative and formative assessments, and anecdotal classroom data. Instructional staff also implement a tiered RTI program, including reading specialists who use Fountas & Pinnell's Leveled Literacy Intervention with targeted students. In the high school AP Classroom is used to support Advanced Placement students.
English learners	Mariana Bracetti EL teachers completed WIDA testing with most students in Spring 2021 and plan to finish any incomplete tests in Fall 2021 to assess current needs. Throughout the 2020-2021 academic year, the team continued to administer locally developed ELL-specific benchmark assessments, consisting of writing and speaking sections that align to the ACCESS test. The goal is to administer these benchmarks three times per year, and the EL team was able to complete two administrations last year. Data from both assessments will continuously be used for progress monitoring as well as to refine and/or adjust any programmatic elements.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Chronic absenteeism was a challenge throughout the pause in on-site educational services from March 2020 to August 2021. As such, Mariana Bracetti set ambitious attendance goals as a part of the comprehensive plan. The long-term goal is for students to meet or exceed the Pennsylvania 2030 regular attendance goal (94.1%) by year 3 (2023-2024). Interim goals have been set for students to meet or exceed the state average for 2020 (85.8%) in year 1 (2021-2022) and reach the mark of 90.5% in year 2 (2022-2023). In addition to regular attendance interventions through grade level teams, the dean of students, and Student Assistance Program (SAP), Mariana Bracetti plans to utilize ARP ESSER funding for additional layers of support via a parent coordinator and counselor focused on mental health.

Reflecting on Local Strategies

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	<p>Targeted Small Group Instruction Targeted small group instruction will be a core area of focus as students return to in-person schooling. Using 2021 end-of-year and September 2021 baseline data, Mariana Bracetti staff will engage in data analysis to identify students with learning gaps in need of acceleration. Students will then be placed in RTI tiers for targeted support. All students will participate in a Tier I program in the regular education classroom, using Mariana Bracetti’s guaranteed curriculum. Students who have been identified as requiring Tier II interventions will receive small group instruction using Fountas & Pinnell’s Leveled Literacy Intervention and Reading Horizons with either a reading specialist or an MTSS interventionist in grades K-5. The same will occur for math intervention using the Ready Math program in grades K-5. The same approach will be used in grades 6-12 but with a modified curriculum and differentiated small group instruction. ARP ESSER funds will be utilized to hire 18 additional MTSS interventionists (24 total) to support this Tier II intervention.</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
<p>Strategy #2</p>	<p>Differentiated Language-Focused Instruction One of the immediate needs identified in ELL benchmark assessments and virtual classroom observations was a deficit in students' speaking and writing skills. The volume of student speech was reduced from March 2020 through June 2021 as they learned in virtual spaces, and as a result, students did not have as much time for speaking practice. Similarly, students struggled with writing proficiency, specifically explaining their ideas in detail once an organizational structure had been established. ESSER II funding was used to support an ELL-specific summer program that focused on language development. Students targeted these skills and also met in-person one day per week to engage in hands-on STEM activities and maintain student engagement. A portion of ARP ESSER funds will be allocated to extend this summer program for two additional years (Summer 2022 and Summer 2023). During the school year, the focus of ELL support will be on ESL teachers pushing into content classes rather than pulling ELLs out to minimize any further learning gaps and maximize contact time between ELLs and ESL teachers. High school ELLs' grades lagged more significantly than elementary and middle school students so two teachers (or 50% of the ESL team) will focus their instructional time with grades 9-12. In Language Lab classes, a new first unit has been added to the curriculum to focus on public speaking and further accelerate learning in this area. A daily Learning Lab will be integrated into the schedule for all students in grades 6-12, and ELLs will have an opportunity to meet with content teachers and/or ESL teachers during this time for additional support. Finally, once beginning of the year ELL screening is completed, the ESL coordinator plans to push into 9th grade mathematics classes to bolster skill deficits that could affect Algebra I Keystone Exam proficiency. The team is also working to plan an ELL-specific family night to share program goals and information.</p>

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
	Student and Family Engagement and Social Emotional Capacity Building The Mariana Bracetti community is committed to responding to attendance challenges in the moment while also proactively building student and family social emotional capacity. Mariana Bracetti plans to participate in Project "GO" – an early intervention and prevention program developed by the Philadelphia

	Strategy Description
Strategy #3	<p>District Attorney’s Office to hold parents and excessively truant elementary and middle school students accountable for truancy. Participating schools notify the Philadelphia District Attorney’s Office when a student has exceeded the number of unexcused absences agreed to as the limit for that school. Upon receiving this notice, a letter is sent from the District Attorney’s Office to the parents/guardians advising them on their responsibilities under Pennsylvania law. The parents and children are required to attend a group meeting with the Assistant District Attorney, school staff, city agencies, and community-based organizations. Parents are advised that continued attendance programs will not be tolerated and could result in court action against the parent and/or child. At the same time, referrals are provided for parenting classes, counseling, and other needed services. Mariana Bracetti will continue their partnership with the Philadelphia Mental Health Center (PMHC) for students and families who have emotional and/or behavior challenges that may impede their ability to learn in a classroom/school setting. The PMHC school-based team works with students, family, and staff members to help them succeed in school through one-on-one counseling, group therapy, behavioral therapy, and classroom and staff member consultation. The school will also use ARP ESSER funds to hire an additional full-time counselor focused on mental health. Finally, the school will continue to build community and provide a sense of connection (despite the continued need for social distancing within the school building) by recording daily K-12 community announcements.</p>

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:

This particular strategy will focus on students with chronic absenteeism.

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.)

Student engagement and instructional needs were monitored formally via benchmark, formative, and summative assessments and informally via classroom observations, one-on-one, and small group meetings throughout virtual instruction from March 2020 through August 2021. Teachers continued to meet in curricular and grade level teams, and these team leads met regularly with administrators to share feedback, surface potential concerns, and co-identify solutions. Surveys were administered to both staff members and families to assess readiness and needs for a safe return to in-person schooling. The Mariana Bracetti team has continued to engage community organizations and form partnerships in areas in direct alignment with student needs – a few of which are outlined more specifically in Section I.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The data collected from both the formal and informal mechanisms identified in question #4 were synthesized to determine fund distributions that addressed a balance of immediate (2021-2022) as well as mid-term (2022-2024) needs for learning acceleration. While PPE and physical plant needs were mostly addressed with ESSER II funding to ensure a safe return, the concentration of ARP ESSER funds will be dedicated to instructional needs, specifically additional staffing to support increased small group instruction and mental health needs as well as curricular materials and technology to provide more targeted differentiation.

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 ARP ESSER plan was developed in collaboration with the CEO, principal, assistant principals, dean of students, and director of student data and assessment using data and feedback collected from students, families, and teachers through the 2020-2021 school year. Plan development was also supported by an educational consultant who has guided school reopening in other districts and will work on-site in a temporary capacity as the school's pandemic coordinator. Once approved, a summary of the "Plan for the Use of ARP ESSER Funds" will be made publicly available on the Mariana Bracetti website in both English and Spanish, and a copy will be submitted to PDE within 90 days of the receipt of funds.

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.

Mariana Bracetti students will require a combination of in-school, after school, and summer

learning supports to address the impact of lost instructional time. As such, the school plans to allocate approximately one-third of ARP ESSER funding in this area. Summer Learning and Enrichment: Funds were allocated as a component of the ESSER II plan to provide a robust summer school program for Summer 2021 for students across all grade levels who demonstrated learning loss. The program was individualized to meet the needs of targeted students using small group instruction, and it also included intense SAT preparation for high school students. The program was staffed with reading specialists and highly qualified teachers to provide effective instruction and learning acceleration. Given the success of this program (and a clearer understanding of the costs necessary for it to be truly effective), Mariana Bracetti would like utilize ARP ESSER to expand the funds allocated under ESSER II for Summer 2022 from \$100,000 to \$200,000 as well as utilize ARP ESSER funds for continue the program into Summer 2023. Comprehensive Afterschool Programs: Funds were allocated under ESSER II to provide afterschool tutoring for 2021-2022. Mariana Bracetti plans seeks to utilize ARP ESSER funding to continue these tutoring opportunities for students through 2022-2023 and 2023-2024. MTSS Interventionists: Assessment data collected throughout the 2020-2021 school year indicates that students' needs are diverse and will require intense small group instruction to enable students to achieve grade level skills, preview new concepts, and succeed with grade level content. As such, Mariana Bracetti has hired 18 multi-tiered system of support (MTSS) interventionists to facilitate both in-class and pull-out small group instruction through 2024.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

Continuity of Services: Mariana Bracetti hired an additional counselor to specifically focus on students' mental health through one-on-one and small group support as well as in-class programming. The school recognizes that the impact of the pandemic will require multi-year social emotional support, and ARP ESSER funds will support this position over the next three years. ESSER II funds allowed for the addition of a parent coordinator to enhance family communication and engagement for 2021-2022 and 2022-2023, and ARP ESSER will allow for this position to be continued through 2023-2024. Access to Instruction: Mariana Bracetti added a Director of Teaching and Learning position which will be funded with ARP ESSER through 2023-2024. This

individual will work closely with the school’s Director of Student Data and Assessment to ensure that learning gaps identified in benchmark assessments as well as formative and summative assessments are addressed through effective instructional strategies, teacher coaching, professional learning, and any necessary adjustments or refinements to the school’s guaranteed curriculum. Funds have been designated to expand the school’s use of the MAP assessment to develop a clearer and more targeted understanding of students’ learning needs in reading, mathematics, and science. Additional funds have been allocated for curricular materials, Chromebooks, laptops, and iPads to ensure students have all necessary instructional aides and teachers can effectively facilitate instruction even in a socially distant in-school environment. This component also allows for technology purchased in 2020-2021 to be properly maintained. Finally, ARP ESSER funds are designated for classroom assistants over the next three years, enabling teachers to focus as much time as possible on instructional planning and delivery. Mitigation Strategies: As with ESSER II, the ARP ESSER budget includes funds for other activities necessary to maintain the operation and continuity of services as well as continuing to employ existing staff. The ESSER II budget included funds for an additional nurse, and ARP ESSER will allow for the position to be maintained for an additional two years. ARP ESSER funds have been designated for the hiring of additional maintenance staff to allow for a safe reopening of school as well as more concentrated cleaning and disinfecting routines throughout the year. Additional funds have also been designated for PPE supplies. Finally, a Pandemic Coordinator was hired for the 2021-2022 school year to support the administrative team with health policies, practices, and protocols as well as focus on students’ and staff members’ social emotional wellness. Facilities Improvements: Funds are allocated for the installation and replacement of updated water fountains and bathroom sinks to reduce risk of virus transmission.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.”

(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

**Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.*

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	10,376,241	20%	2,075,248

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	Mariana Bracetti is utilizing multiple measures to assess learning gaps resulting from the pause in on-site educational services from March 2020 to August 2021. Mariana Bracetti plans to continue to implement all benchmarking and assessment programs (and expand the use of some) to track skill acquisition in reading, math, and science. The assessment programs used include MAP Growth Reading and Math, Study Island, American Reading Company's IRLA, IXL, Ready Math and Reading, and Foundational Skills Assessments, as well as locally-developed formative and summative assessments. Mariana Bracetti plans to administer diagnostic assessments at the start of the 2021-2022 school year as well as benchmark assessments throughout the year to monitor and measure student progress. Following each benchmark assessment, curriculum teams will engage in data analysis at the whole school, grade, and cohort levels to target students who may exhibit learning gaps and develop plans for learning acceleration.
Opportunity to learn measures (see help text)	Student engagement will be monitored at each grade level through the school's Student Assistance Program (SAP).Mariana Bracetti's parent coordinator, school counselors, and grade level lead teachers will continue to monitor students' access to technology and respond as needed to ensure continuity of learning.The school's 2021-2022 professional learning includes opportunities to support educators' effective use of technology.After students return and routines are more firmly established, student, family, and/or educator surveys will be administered and analyzed to refine reopening and learning acceleration plans as needed.
Jobs created and retained (by number of FTEs and position type) (see help text)	33 - Total FTEsCreated Jobs1 - Mental Health Counselor1 - Teaching and Learning Coach5 - Maintenance Staff6 - Classroom Assistants18 - MTSS InterventionistsRetained Jobs1 - Nurse (two additional years)1 - Parent Coordinator (one additional year)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Enrollment and attendance will be tracked and regularly reviewed for student participation in afterschool programming and summer learning programs. MTSS interventionists will collaborate with classroom teachers to develop and maintain a targeted schedule for small group instruction to ensure students' skill gaps are addressed and grade-level priority standards are met.

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

\$10,376,241.00

Allocation

\$10,376,241.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$3,000,000.00	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	\$200,000.00	Teaching & Learning Coach
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$115,250.00	Teaching & Learning Coach
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,100,000.00	MTTS Pull Out Support
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$877,990.00	MTTS Pull Out Support

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$400,000.00	Summer School Program and Afterschool Program Stipends
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$100,000.00	Summer School Program and Afterschool Program Stipends
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$945,000.00	Instructional supplies, books, software, and MAP assessments
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$737,954.00	Computers and Technology
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$700,000.00	Classroom Assistants
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$337,888.00	Classroom Assistants
		\$9,514,082.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$10,376,241.00

Allocation

\$10,376,241.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$238,343.00	Additional Nurse
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$40,000.00	Panademic Coordinator
2600 - Operation and Maintenance	100 - Salaries	\$175,000.00	Additional Maintenance Staff
2600 - Operation and Maintenance	200 - Benefits	\$61,438.00	Additional Maintenance Staff
3300 - Community Services	100 - Salaries	\$45,000.00	Parent Coordinator
3300 - Community Services	200 - Benefits	\$20,000.00	Parent Coordinator
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$180,000.00	Counselor Mental Health
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$45,000.00	Counselor Mental Health

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Function	Object	Amount	Description
2600 - Operation and Maintenance	400 - Purchased Property Services	\$50,000.00	Water Fountains & Bathroom Sinks
2600 - Operation and Maintenance	600 - Supplies	\$7,378.00	PPE Supplies
		\$862,159.00	

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$3,000,000.00	\$1,331,128.00	\$0.00	\$0.00	\$3,000,000.00	\$1,682,954.00	\$0.00	\$9,014,082.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$400,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00
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	\$180,000.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$225,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00
2300 SUPPORT								

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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
SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$238,343.00	\$0.00	\$0.00	\$0.00	\$0.00	\$238,343.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$175,000.00	\$61,438.00	\$0.00	\$50,000.00	\$0.00	\$7,378.00	\$0.00	\$293,816.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$45,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$3,800,000.00	\$1,557,566.00	\$278,343.00	\$50,000.00	\$3,000,000.00	\$1,690,332.00	\$0.00	\$10,376,241.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$10,376,241.00

