

SCHOOL DISTRICT OF PHILADELPHIA

AMERICAN RESCUE PLAN ACT APPLICATION CONTENTS

The following is the content of the American Rescue Plan Act application submitted by the School District of Philadelphia (SDP) to the Pennsylvania Department of Education (PDE).

Section I: Assessing the Impact

In this section, Districts are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the District's promising practices in supporting student needs since March 2020.

Indicators of Impact

Question. 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?

Response.

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	SDP administered reading and math assessments across all grade levels (K-12) throughout the 2020-21 school year, with district-wide participation rates higher than 70%. Aggregate results of these assessments were shared with District and school leadership through dashboards and teachers had access to the individual students results for instructional planning. Research teams compared 2020-21 assessment outcomes to pre-Covid outcomes to identify any learning loss and which student groups were impacted most.
Chronic Absenteeism	SDP collects and analyzes attendance data regularly. Attendance coaches supported schools and families in reducing barriers to attendance and decreasing rates of chronic absenteeism
Student Engagement	Each spring, SDP administers the District-Wide Survey program, which includes surveys for students, parent/guardians, teachers, and school leaders. Questions that measure student engagement are analyzed and findings are shared annually.
Social / emotional Well-being	Beginning in Fall 2021, teachers will use a social-emotional behavior universal screener for a standardized and systematic way to assess current level of functioning and identify students that need additional support. The screener is able to identify both externalizing (example: verbal or physical aggression, tantrums, task refusal) and internalizing behaviors (example: inattention, feelings of sadness, isolation, lack of interest in activities). Research shows that internalizing behaviors are often not identified and students do not receive the supports they need. Additionally, externalizing behaviors are identified more frequently and an understanding of the behavior is often limited. Utilization of a social-emotional behavior screener decreases staff subjectivity in identifying which students need additional support. It also provides additional information about the students behavior that is utilized when determining which intervention(s) should be assigned.

Question. 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.

Response.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.
Children with disabilities (including infants-toddlers-children and youth with disabilities eligible under IDEA	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.
Students from each racial or ethnic group (e.g. identifying disparities and focusing on underserved student groups by race or ethnicity)	All students complete interim reading and math assessments at least three times per year. Results are disaggregated by economic disadvantage, special education status, and race/ethnicity at the district and school level to identify student groups in need of additional supports. In addition, trends in student attendance, student suspensions, teacher retention, feelings of school belonging, and student-well being are collected regularly and results are disaggregated by student group to inform district- and school-level decision making.

Reflecting on Local Strategies (Strategy #1)

Question. 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.

Response.

	Strategy Description
Strategy #1	<p>MTSS (Multi-tiered Systems of Supports)</p> <p>By the fall of 2022, all schools will implement a comprehensive MTSS system that incorporates tiered, evidence-based academic and social-emotional/behavioral, health/wellness, and attendance programming, interventions, and an integrated approach to reviewing data and identifying root causes. The goal is to ensure high-quality programming in all schools that equitably meet the needs of every student, with an emphasis on providing all students with access to Tier 1 instruction in a safe and welcoming environment. An additional goal is to reduce the misidentification of students, particularly students of color, requiring special education services.</p> <p>SDP's MTSS framework will provide schools with clear guidance on the implementation and/or selection of evidence-based programming at all three Tiers, and assist school teams in making data-based decisions. Tier 1 will include common core standards-aligned, high-quality, grade-level instruction, as well as school wide climate, and health/wellness, and social-emotional programs known to contribute to positive, welcoming environments that support all students' success. Cross-disciplinary Tier 1 teams will meet regularly (outside of Common Planning Time) to review school-level and/or grade-level data in order to fine-tune and improve Tier 1 programming.</p> <p>Common Planning Time will provide teachers and leaders with time and space to apply the data-based insights identified by MTSS Tier 1 teams to strengthening Tier 1 instruction and considering how to differentiate within Tier 1. Differentiation within Tier 1 is essential to ensuring that universal programming meets the needs of as many students as possible. Tier 2 will include the utilization of student data to determine which students require a higher level of targeted academic, attendance, and/or social-emotional/behavioral and/or health/wellness intervention. Cross-disciplinary Tier 2 teams will meet regularly to review data of students that continue to experience difficulty despite the support provided by Tier 1 programming.</p> <p>Tier 2 teams will identify the most appropriate targeted Tier 2 intervention for each student that will address the specific needs of the student. Through progress monitoring, the Tier 2 team will gain information on the effectiveness of the intervention for each student. If it is found that a student is not responding to the intervention, the team will assess the root cause, including fidelity of implementation, to determine if the intervention should be repeated; implementation of a different Tier 2 intervention is needed; or if a Tier 3 intervention is most appropriate.</p> <p>Tier 3 will include intensive, individual interventions and supports for students with high levels of need. A student's need for Tier 3 supports will generally be determined on the basis of their response to the interventions provided at Tier 2. Students' progress will be monitored throughout the intervention cycle to determine whether the intervention is achieving the intended impact, if a new intervention is needed, or whether a referral for evaluation for special education services is appropriate.</p>

**Strategy
#2****PL Cycles (Professional Learning Cycles)**

Beginning in Fall 2021, SDP will implement professional learning cycles to drive teacher development. Professional learning (PL) cycles are ongoing, iterative cycles of continuous improvement. Each PL Cycle focuses on high-leverage practices, strategies, or skills that align to District “how” strategies and the aligned implementation plans AND that can be reasonably incorporated with fidelity and automaticity. PL Cycles drives the allocation of PD days on the district-wide calendar and school common planning time schedules and standardizes the expectation for how time is used during the school year to address competing professional development priorities.

Each PL Cycle begins with professional development for the District’s instructional leaders. Next, PD is provided to Principals, Assistant Principals, and teacher leaders. Finally, PD is provided to teachers District-wide. Once teachers receive District-wide PD, teachers are provided with additional development opportunities at the school level and work to incorporate changes to their practice. Next, school-level leaders observe teachers, collect and analyze teacher practice data, and provide actionable feedback to teachers using this information. Based on this information, instructional leaders (at the school and central office levels) make updates to the next PL Cycle. This process of nested professional development allows for instructional leaders at all levels to support teachers in transferring learning from PD to practice.

Another key component of the PL Cycle is Common Planning Time. Common Planning Time (CPT) is a structured time set aside each week for teachers to reflect on and refine their Tier 1 instruction, with a focus on the goals of their PL Cycle, and to collaboratively plan high-quality grade level instruction, which is critical to effectively using instructional time in the classroom. CPT occurs for at least a total of 120 minutes each week, is generally facilitated by teachers with the support of school leadership, and uses common tools and protocols to build teacher capacity to teach grade-level standards using Tier 1 instructional strategies to address the diverse needs of learners. By focusing on Tier 1 instruction, CPT will be a key strategy to reducing the number of students who require Tier 2 and 3 intervention.

During CPT, teachers use formative student data such as progress monitoring data, screener data, and classroom assessment data to inform the CPT topics. Conversations include examining student performance data, internalizing curriculum materials, unpacking standards, norming instructional expectations, and developing instructional scaffolds for ELs, Special Education students, and students not performing at grade level. Equity is a fundamental goal of CPT, whereby school teams collaborate to ensure all students have access to grade-level instruction.

CPT also improves school culture by promoting authentic collaboration and collegiality, continuous learning and growth mindset, and building leadership capacity from within. School leaders recognize instructional leadership within their school and provide ongoing coaching and feedback. Teachers support each other in building their own capacity through modeling and sharing of effective practices, and structured collaboration time becomes the norm across all aspects of the school.

Section II: Engaging Stakeholders in Plan Development

In this section, Districts 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.

Stakeholder Engagement

Question. Describe how the District, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders.

Response. The District has engaged stakeholders through direct contact using forums and through surveys.

Forums

The School District of Philadelphia consulted directly with students, families, staff, and community members by holding six community forums in April of 2021 (April 20 - April 29). The forums were held by the Finance Office and supported by the Office of Family and Community Engagement. Each forum was dedicated to obtaining input into the plan for ARP ESSER funds. Full sessions were delivered in English, and Spanish and Mandarin for our non-English speaking stakeholders.

Constituents were notified of the community forums through district-wide communications including phone calls, emails, and text messages. Superintendent Dr. William Hite announced the community forums during his weekly Facebook Live event. Additionally, a webpage was featured on the District's website to inform constituents of the opportunities to provide input into the ARP ESSER funds.

At each session representatives from the Finance Office, including the Chief Finance Officer, shared ARP ESSER budget information with the participants. During the presentation the District explained the ARP ESSER funds and clarified three critical focus areas of concern for our school district. All educational and finance information was delivered in family friendly language including providing definitions for educational and financial jargon. After approximately twenty minutes of background information in the main presentation, the participants were sent to breakout rooms to participate in a sixty-minute focus group.

The breakout room consisted of norms intended to create an open and sharing environment. Afterwards, participants took a five-minute quiz which was then immediately reviewed with the group to initiate feedback and conversation. Note takers took verbal feedback from participants based on three critical focus areas, specifically, (1) social, emotional, and mental needs, (2) student learning and recovery and, (3) safe and healthy schools. Participants also had the opportunity to provide open ended feedback and ask questions from finance office staff.

The community forum presentation is linked [here](#) and the breakout room presentation is linked [here](#). An interactive report was created to detail the input received from stakeholders which is linked [here](#). Approximately 127 stakeholders participated in the six community forums and provided verbal input into the usage of the APR ESSER funds. The Office of Finance will continue engaging with stakeholders through community forums, information sessions, and surveys in the upcoming school year.

URL to Resources:

Community Forum Presentation:

https://docs.google.com/presentation/d/1obDZNyFZo4cMG_wz2h0kJKOhKNP2oySZF6OqF8eEYTo/edit?usp=sharing

Breakout Room Presentation:

https://docs.google.com/presentation/d/10KZGk1On1s55gu9ymHUbkBpOErjFoDMTl_74O4bfhzs/edit?usp=sharing

Community Forum Report: <https://datastudio.google.com/s/kO25MVkNPKU>

Surveys

The District invited our community to participate in our SY2021-2022 Budget Engagement Survey to help inform the School District of Philadelphia's plan to emerge from the COVID-19 pandemic as a stronger and more equitable school district. By completing the survey, participants provided valuable input on the most important types of investments we should consider making in three critical areas:

- attending to the social, emotional and mental health needs of our students and staff,
- supporting student learning recovery and learning acceleration, and
- providing safe and healthy schools that support high-quality teaching and learning, and equitable outcomes for all students.

More than 12,000 people provided responses to the Budget Engagement Survey. [See survey results](#)

Use of Stakeholder Input

Question: Describe how the District has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP Act Funds.

Response: The District initiated a survey, and engaged stakeholders generally, to help shape budget priorities for the 2021-2022 school year. Notable results from that engagement were adding between 1 to 2 additional discretionary positions per school for the 2021-22 school year, increased supports for Special Education evaluations, and increased mental health supports for schools in communities impacted by gun violence. Public input also shaped the level of resources devoted to health and safety in school buildings and the focus of activity to address instructional and emotional needs of students. Stakeholder input however is not a one-time event. The District will actively engage our community over the three plus years of the ARP Act through the annual District-wide budget process, school level budget process, and additional surveys.

Question: Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds.

Response: As described, stakeholder input, to include parents, students, staff, school leaders, unions, were essential for developing the District's plan for the use of ARP funds. The resulting plan is subject to consultation with the School Board, including the Health and Safety Plan for school reopening which will be approved by the Board and posted to the District's web site.

Section III: Using ARP Act Funds to Plan for Safe, In-Person Instruction

In this, Districts 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.

Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time

Question: 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 after school programs, or extended school year programs?

Response: The District has enabled the ability of school leaders and staff to purchase Mathematics and English/Language Arts core instructional supplemental materials to provide differentiated, supplemental, tiered support to general education, English Language Learners, and students who receive special education support and services. The District also enabled high school leaders and staff the ability to purchase instructional resources to support students who must recover credit from failed courses and students who receive special education support and services.

The online courses and supplemental adaptive programs are in alignment with the content-specific academic expectations, and essential practices outlined in the District's Academic Framework. The framework includes universal Tier I instructional expectations and MTSS Tiers II and III expectations for students experiencing learning challenges. The District also developed essential practices for making learning accessible to all students, particularly students with individualized education plans and English learners.

The District chose vendors of online adaptive learning who have programs that have demonstrated evidence of effectiveness, alignment with state and Common Core standards, ability to adjust based on student areas of challenges and growth, and ability to interface with District systems. The vendor's online course and supplemental adaptive programs were further selected on the ability to address the needs of students based on specific areas of concern for literacy (phonics, phonemic awareness, fluency, comprehension, vocabulary) and math (computational fluency, fact fluency, math application, algebraic concepts, word problem solving, vocabulary development) with regard to tiered instruction. The selected supplemental programs offer individualized activities in English Language Arts or mathematics based on student skill level and customized activities, based on student responses and progress monitoring. These programs serve as supplemental resources to the core instructional program that is teacher-led and designed to enhance Tier 1 instruction for all students.

The implementation of supplemental programs by approved qualified vendors aids in implementing the Pennsylvania Department of Education's Multiple Tiered System of Support (MTSS) framework to support students with academic needs. Additionally, the effective use of quality supplemental programming is tightly aligned to the shared goal of every student performing on or above grade level in ELA and math.

Plan for Remaining Funds

Question: 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.*

Response:

- a) Funds will be allocated to schools most affected by gun violence. Programming will reflect the best available evidence about how schools can support students' mental health, help build emotional resilience, and facilitate development of skills required to break the cycle of violence. Schools in gun-violence-affected communities will receive intensified supports and services in these areas: 1) Intensified Trauma and Mental Health Supports; 2) Intensified and expanded supports for social-emotional learning; 3) Intensified, implementation-focused supports for multi-faceted, evidence-based Climate programming aimed at fostering strong relationships and a sense of community; and, 4) Expanded adult wellness supports.
- b) Funds will decrease the learning gap between grade-level performance expectations and students' current performance. After-school enrichment will be provided aligned to curricular expectations. The District will provide tutoring for students in grades 7-12, during after-school to enhance and support learning, aligned to quarterly scope & sequence of courses.
- c) In preparation for a full return to 100% in-person instruction for the 2021-22 school year, all prevention and mitigation efforts will be implemented using the most up-to-date guidance from the CDC to help maintain the health and safety of students and staff. The guidance and recommendations of the CDC will be communicated with the school community. SDP will continue to work with larger health entities including the local health department to ensure all students who are eligible have equal access to vaccine initiatives.

- d) Based on CDC guidance to reduce the risk of virus transmission by introducing outside air and increasing airflow, the District will invest in repairs and upgrades of ventilation systems that have exceeded their useful life. These repairs include but are not limited to upgrades and or maintenance of automatic temperature controls, unit ventilators, air handling units, exhaust fans and radiators. Currently there are 24 inoperable whole building ventilation systems. Within the next 3 years, SDP will upgrade, repair or reactivate whole building ventilation systems to include remediation of associated environmental hazards.

Support for Districts with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (ATSI) school

Question: Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP Act funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence.

Response: As a district, we consulted with the Evidence Resource Center (Evidence for PA) in developing the LEA Plan for the Use of ARP ESSER Funds. As a school district, we currently have 43 schools in the CSI designation and 17 schools in the A-TSI designation. We plan to use a portion of the ARP ESSER Funds to support our CSI/A-TSI schools with the implementation of strategies and interventions that are supported by tier 1, 2, 3, or 4 evidence in each of the four key areas highlighted in this application. These strategies either directly align with our district's focus on MTSS implementation, or they serve as supplemental strategies that enhance our CSI/A-TSI schools in other areas.

As it relates to chronic absenteeism, we plan to utilize a portion of the ARP ESSER funds to support our CSI/A-TSI schools in building and implementing Early Warning Indicator Monitoring Systems (Evidence for PA - Evidence Tiers 2 & 4). This includes allowing CSI/A-TSI schools to use ARP ESSER funds to hire highly qualified personnel who will be responsible for implementing certain key steps related to the EWIMS strategy, including: (1) Regularly pulling and analyzing Early Warning Indicator reports; (2) Facilitating Student Attendance Improvement Conferences (SAICs) with students whose attendance rate is in jeopardy of falling below 90%; (3) Developing Student Attendance Improvement Plans (SAIPs) that identify barriers to regular attendance and articulate both interventions and goals; (4) Monitoring SAIPs to determine whether students who are at-risk of chronic absenteeism are making progress toward meeting their goal; and (5) Adjusting the intervention plan outlined in SAIPs when student attendance is not improving.

Regarding the social-emotional well-being component, we are aware that many CSI/A-TSI schools need to dedicate significant time and resources to re-acclimating students to the in-person school setting. We plan to utilize a portion of the ARP ESSER funds to support our CSI/A-TSI schools in implementing a variety of evidence-based climate strategies, including Positive Behavioral Interventions & Supports (Evidence for PA - Evidence Tiers 1, 2, & 4) and Restorative Practices (Evidence for PA - Evidence Tiers 1, 3, & 4). CSI/A-TSI schools are planning to use ARP ESSER funds to hire critical climate personnel who will be responsible for implementing some of the following key PBIS steps: (1) Facilitate PBIS team meetings; (2) Establish a set of schoolwide behavioral norms and expectations; (3) Develop incentive calendars; (4) Provide training on PBIS Tier I systems to teachers and staff; (5) Create and deliver PBIS lesson plans to students; (6) Review data and refer students for Tier II and Tier III supports;

(7) Develop, implement, and Tier II and Tier III plans; and (8) Regularly review outcome data to determine the efficacy of this strategy.

Additionally, other CSI/A-TSI schools are planning to use ARP ESSER funds to hire critical climate personnel who will be responsible for implementing some of the following key Restorative Practices steps: (1) Training faculty and staff on the full scope and sequence of our district's Restorative Practices framework, including how to effectively facilitate Community Building Circles and Restorative Conversations; (2) Ensuring that the school's progressive discipline policy includes restorative interventions; (3) Monitoring the implementation of tier I community building circles schoolwide at least once a week; (4) Implementing Tier II Harm and Healing Circles as required.

As a district, we are also cognizant of the fact that we need to commit time and resources to re-engaging our students who attend CSI/A-TSI schools, some of whom haven't attended school in-person since March of 2020. To carry out this student engagement work, we plan to utilize a portion of the ARP ESSER funds to support our CSI/A-TSI schools in implementing multiple evidence-based strategies, including Check & Connect (Evidence for PA – Evidence Tiers 3 & 4) and Naviance (Evidence for PA - Evidence Tier 4). Check & Connect will mostly be employed at the high school level, with many of our CSI/A-TSI high schools planning to use ARP ESSER funds to hire critical counseling personnel who will be responsible for implementing some of the following key Check & Connect steps: (1) Pulling student grades and attendance; (2) Conferencing with students to review their grades and attendance with them; (3) Helping students set SMART goals for themselves for the coming quarter; and (4) Progress monitoring those goals during follow-up conferences. On the other hand, Naviance is implemented across all of our CSI/A-TSI schools, with grades 3-12 utilizing this college and career readiness tool to help schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. CSI/A-TSI schools will use ARP ESSER funds to hire critical counseling personnel who will be responsible for implementing some of the following key Naviance steps: (1) Training advisory teachers on how to use Naviance; (2) Supporting students in setting up a Naviance account; (3) Pushing into classrooms to ensure that students are completing key tasks each quarter in alignment with the SDP Naviance scope and sequence to ensure that students are meeting the PA Future Ready Index Career Standards Benchmark; (4) Monitoring Naviance completion rates each quarter and pulling out students who are lagging behind for make-ups.

Finally, our CSI/A-TSI schools intend to use a portion of the ARP ESSER funds to address the academic impact of lost instructional time. For one, our CSI/A-TSI schools will use a portion of these funds to provide their students with school-based after school programs (Evidence for PA - Evidence Tier 3). For some CSI/A-TSI schools, these after school opportunities will be provided internally, as staff members will be provided with supplemental pay to offer students additional learning opportunities during after school hours. In other cases, CSI/A-TSI schools will partner with outside organizations, who will come in during after school hours to provide school-based extra-curricular learning opportunities. Through both internal and external school-based after school programs, students will have a number of avenues to make-up for lost learning suffered during the pandemic. This includes providing students with the following opportunities: (1) Tutoring; (2) Grade improvement; (3) Credit recovery; and (4) Academic enrichment.

Section IV: Monitoring and Measuring Progress

In this section, Districts are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

Capacity for data Collection and Reporting

Districts must continuously monitor progress and adjust strategies as needed. Describe the District'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
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Student learning data (grades, summative and formative assessments, and state standardized tests) are collected using a suite of student information and assessment data systems and modeled together using our Business Intelligence software. Longitudinal data is analyzed at the student level to inform individualized student supports, as well as, analyzed at grade-level, school, and system-wide levels for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to school and district leaders via internal dashboards to facilitate regular progress monitoring and inform practice strategies. Reports comparing cohort assessment performance in the last pre-Covid assessment to each assessment window throughout virtual learning are produced and disseminated; these reports analyze learning loss for subgroups as well. Additionally, the District has a prescribed progress monitoring and strategy implementation process tied to an established set of student learning goals for all students and by student subgroup -- the process includes a series of cross-division and public progress monitoring meetings, public progress reports, and cohesive implementation plans and strategies.
Opportunity to Learn Measures	Opportunity to learn measures (attendance, participation by learning model participation, access to technology, and other climate metrics) are collected using the District's student information system and a suite of district-wide surveys of students, families, and staff/teachers. Data are modeled together using our Business Intelligence software and analyzed at the student level to inform individualized student supports, as well as, analyzed at grade-level, school, and system-wide levels for all students and disaggregated by student groups. Aggregated and disaggregated data are provided to school and district leaders via internal dashboards to facilitate regular review and inform implementation of District opportunity to learn strategies and interventions.
Jobs Created and retained by number of FTEs and position type	Approximately 143 Full Time Equivalent (FTE) student support positions are new to address student social / emotional needs. Approximately 879 additional instructional FTEs were added that represents new effort in the form of supplemental pay for existing District teaching staff to address learning loss outside of the regular school day. Approximately 2,918 of instructional FTEs represents FTEs retained through continuity of operations.
Participation in programs funded by ARP Act resources	Student program participation and performance are collected in the District's student information system and analyzed using our Business Intelligence software. Data is analyzed at the student level to inform ongoing individualized student supports and instruction, as well as, analyzed at

(e.g., summer and after school programs)	grade-level, program, and system-wide levels for all students and disaggregated by student groups. Additionally, an annual evaluation of programs is conducted by the District's Office of Research and Evaluation.
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Federal Fund Allocations

The following table depicts the resources planned for allocation from all three federal relief funds: the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Recovery Plan Act (ARPA).

	Funding Source and Amount (Millions)		
ITEM	CARES Act / CRRSA	ARPA	Total
Educational Recovery / Accelerated Learning	\$40	\$310	\$350
Facilities Improvements / Health & Safety	\$250	\$75	\$325
Student Social / Emotional Needs	\$135	\$15	\$150
Support for Students*	\$80	\$0	\$80
Continuity of Operations	\$170	\$715	\$885
Totals	\$675	\$1,115	\$1,790
*Additional school staff for special education, to support off / near track schools, eliminate "Leveling Down"; providing all students and staff with computers			