

Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER II funds are not Title I funds and as such, are not subject to Title I rules.**

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

During the 2020-2021 school year, the School District of Lancaster developed a Strategic Action Reopening (START) Leadership Team that led the efforts to ensure continuity of education. Under this leadership structure, there were five Priority Teams: Teaching and Learning, Social and Emotional, Health and Welfare, Operations, and Communications. Each team was comprised of district and school administration, representation of each collective bargaining unit, community members, and parents. The Teaching and Learning Priority Team was led by the Assistant Superintendent of Curriculum and Instruction. To ground the work surrounding reopening schools, this team reviewed the data metrics for student engagement and participation during the closure, March 13-June 1. Additionally, student/parent and staff surveys were administered to gain perspectives from all stakeholders. Based on this data and feedback, the Teaching and Learning Priority Team began working on plans to reopen schools in three different learning environments, with the understanding that no matter which model or combination of models are implemented, it is important to be able to pivot between options as health conditions necessitate. Option 1: All students return to onsite instruction. Measures are taken to limit the possible spread of disease. Students are unavoidably in close proximity to each other. Option 2: All students are home to start the year, continuing with online learning. Option 3: Students participate in a hybrid model attending school on some days and learning from home on others. Option 4: Most students return onsite, while others Zoom in, based on parent preference and other mitigating factors. Ultimately, Options 2, 3, and 4 were all utilized during the 2020-2021 school year. For the 2021-2022 school year, Option 1 is being utilized. Additionally, parents and students could choose our fully-remote Lancaster Cyber Pathways Academy or could opt into our new hybrid learning program, Full Circle Learning, for select K-3 students, based on a lottery.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

During the Enrichment and Review Phase in Spring 2020, teachers were responsible for engaging with students Monday through Thursday each week, and using Friday as a time to collaborate and participate in professional development. All teachers held a minimum of four office hours per week,

and were expected to connect with each student at least two times per month. Elementary enrichment and review requirements included: 30min Independent Reading 5x/wk; 30min ELA/Social Studies 2x/wk; 30min Math 3x/wk; 30min Science 1x/wk; 20min Unified Arts 1x/wk. Secondary enrichment and review requirements included: 30min Independent Reading 5x/wk; 45min ELA 2x/wk; 45min Math 2x/wk; 45min Social Studies 2x/wk; 45min Science 2x/wk; 30min Unified Arts 1x/wk. Throughout the Planned Instruction Phase in Spring 2020, teachers were required to provide planned instruction for students Monday through Thursday each week, and used Fridays as a time for planning, collaboration and professional development. This phase began the implementation of grading and tracking student attendance. All teachers were responsible for posting asynchronous lessons; Elementary (K-5) on Seesaw and Secondary (6-12) on Schoology. Content Coordinators provided online resources to teachers as well as the academic standards that were required to be covered throughout the remainder of the year. All lessons were required to include standards, learning targets, procedures, rigorous tasks and a form of assessment. To prepare for the 2020-2021 school year, the district convened five Priority Teams: Teaching and Learning, Social and Emotional, Health and Welfare, Operations, and Communications. Each team was comprised of district and school administration, representation of each collective bargaining unit, community members, and parents. These teams planned schedules at each level, ensured our district was ready to smoothly transition to distance learning as needed, developed plans for families who do not feel safe reentering school, addressed the social and emotional needs of students, ensured plans were in place to follow social distancing guidelines throughout the day, supported food distribution, as well as clearly communicated plans and updates to all stakeholders. Ultimately, Options 2, 3, and 4 (introduced in the previous question) were all utilized during the 2020-2021 school year. For the 2021-2022 school year, Option 1 is being utilized. Additionally, parents and students could choose our fully-remote Lancaster Cyber Pathways Academy or could opt into our new hybrid learning program, Full Circle Learning, for select K-3 students, based on a lottery.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

The LEA will continue to utilize ESSER funds to support remote learning. Funds will be used to purchase additional devices for students. These devices can be used in onsite, blended, and fully-remote models, if needed. ESSER funds will be used to support the district's curriculum, intervention support, summer programming, and extended day and year. Additionally, funds will be used to support English Language Development, Special Education, and early learners. The LEA will use ESSER funds to support a new Cyber Pathways Academy for students whose parents don't feel comfortable sending their child to a school building. Additionally, ESSER funds will be used to provide an individualized learning platform for elementary students, in the event a hybrid or all online model is implemented during the 21-22 school year. Furthermore, ESSER funds will be utilized to support new device leases that are part of the district's 1:1 technology initiative as outlined in the district's original Continuity of Education Plan.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

The LEA tracked Active Summary Reports throughout the Planned Instruction portion of distance learning. Daily counts of users per school were tallied, along with daily averages per building to determine the daily percentage of active users per school. This information was also compiled by weekly data for trend tracking purposes. The district planned summer programming for both Summer 2020 and Summer 2021. Throughout each week, eight (8) hours of asynchronous

instruction were provided to students by teachers using the IXL platform in the areas of Math, ELA, Science, Social Studies and Spanish. The summer program was open to any student within the district who was entering 1st through 12th grade. Additionally, credit recovery and course advancement conversations have addressed the needs of individual secondary students who may have experienced a significant gap in educational services during distance learning. Furthermore, the Independent Reading Level Assessment (IRLA) was utilized throughout elementary schools to understand any gaps in reading comprehension and fluency that may have occurred.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

Documenting learning loss associated with the extended school closure was an area of emphasis for the Teaching and Learning Priority Team understanding that it is critical to establish a new baseline for student learning. Formative assessments were used across all content areas to determine the starting point for instruction. Teachers worked with curriculum coordinators and building leadership teams to identify any grade level gaps and develop instructional plans for remediation and best practices as students are exposed to new content. Special Education & Gifted Students | The School District of Lancaster made temporary, pandemic-related changes to a child's educational program and placement. Specifically, the School District of Lancaster provided virtual and remote learning for special education and related services. As much as possible, education and services were based upon a child's needs, given the limitations of the virtual platform and other available learning resources. The School District of Lancaster worked with families to make up any services requiring direct contact that are missed, including speech therapy, occupational/physical therapy and counseling, upon return to the school setting. These changes were temporary and did not change or affect the programming specified in a child's current Individual Education Plan (IEP). That programming resumed at the start of the 2020-2021 school year. The School District of Lancaster recognized that some students would not be able to participate fully in, or would gain only limited benefit from, the services we could offer virtually. It will be discussed at IEP team meetings whether a child might require additional programming or services now that schools have reopened to address any learning challenges the period of school closure might have caused. English Language Development | While the school district was closed and districtwide home instruction was activated, the School District of Lancaster was required to ensure that eligible children continued to receive English Language Development services. The English Language Development Department created activities that supported the development of language for all students. They also partnered with teachers to ensure grade level content was able to be understood by our English learners.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and

how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

The LEA implemented a wide variety of strategies that guided CARES funds within both short and long-term timeframes. The LEA created and implemented a comprehensive Health & Safety Plan, which was developed by a diverse team of stakeholders throughout the community and district. The LEA monitored both county and state health data as well as key performance indicators in direct relation to the district's Health & Safety Plan. Each Priority Team developed and monitored project milestones to track progress throughout the development and implementation of the Health & Safety Plan. Within the Health & Safety Plan, there were guidelines to ensure both live teaching as well as remote teaching were supported and student safety was prioritized. Furthermore, schedules for each level within the district, elementary, middle and high school, were developed to meet the unique needs of students. Within these schedules, movement was considered and limited to ensure the safety of both staff and students. For example, some staff were required to move from room to room as opposed to student transitions. Additionally, protocols were developed for all areas throughout the school day, including the school bus, playgrounds, and cafeterias. The safety of our students is always a priority. Alternative opportunities for families who did not feel comfortable sending their children to school were developed and shared. Moreover, special protocols were developed as needed for high risk populations of both students and staff. Throughout the development and implementation of all plans, equitable access to technical support for devices and blended learning was provided to all stakeholders. Transportation plans were developed and modified as needed to support the schedules proposed by the Health & Safety Plan. Intense cleaning plans, as well as the safe preparation and distribution of both school breakfast and lunches, were also at the forefront of planning the reopening for the 2020/21 school year. A detailed, comprehensive communication plan was developed and implemented to ensure that all students, families, staff and community members received clear and consistent information regarding the Health & Safety Plan. All protocols to minimize the transmission of diseases were shared prior to students and staff members reentering buildings. These protocols were continuously reinforced as reopening began.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

All students in the School District of Lancaster, grades K-11, were invited to attend the district summer programs in Summer 2020 (remote) and Summer 2021 (onsite). This program was grounded in an online learning platform which required an initial pretest to establish a student's point of instruction. This personalized learning system customized each student's experience and provided opportunities for gap closures. Within this system, teachers and administrators were able to track each learner's progress against standard mastery and students requiring additional intervention and support were identified. Because of the robust nature of the learning system, the summer program served as a pilot in the event that buildings must be closed and students transitioned back to 100% remote learning. Universal diagnostic and baseline assessments were administered within the first 28 days of the 2020-2021 school year for Math and Reading. These assessments produced results that were available to teachers and building leaders within 72 hours of administration. From this data, learning gaps were identified across and between grade levels and content areas and plans for enrichment and remediation were developed. Learning targets were established to ensure consistent exposure to content at the rigor of the standard. In addition, this information contributed to the development of SLOs, which ensured that this data is consistently

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monitored and that instruction is modified and personalized accordingly. With each assessment being administered multiple times per year, the Coordinator of Assessment, Evaluation, and Research will conduct a long term study that will measure the progress towards closing learning gaps. Building-specific data will be shared with school leaders, through the Assessment Data Debrief and the assessment dashboard, who will in turn engage classroom teachers in planning and implementing instruction responsively. Ongoing formative assessment will ensure that teachers are tracking student progress towards the standards and making instructional shifts necessary to increase student outcomes. These efforts will be monitored through formal and informal classroom observations and Instructional Rounds. Additionally, building instructional leaders will meet quarterly to review district wide trends, identify highly effective gap closure strategies, and analyze ongoing progress monitoring specific to special populations. Through this, principals and district administrators will work collaboratively to make adjustments to instruction and available resources accordingly and provide customized learning opportunities for students to meet their individual needs.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

- ☐ (1) Any activity authorized by the ESEA of 1965.
 - ☐ -(1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
 - ☐ -(1b) Title I, Part C (Education of Migratory Children)
 - ☐ -(1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
 - ☐ -(1d) Title II, Part A (Supporting Effective Instruction)
 - ☐ -(1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
 - ☐ -(1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
 - ☐ -(1g) Title IV, Part B (21st Century Community Learning Centers)
 - ☐ -(1h) Title V, Part B (Rural and Low-Income School Program)
 - ☐ -(1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
 - ☐ -(1j) The Individuals with Disabilities Education Act ("IDEA")
 - ☐ -(1k) The Adult Education and Family Literacy Act
 - ☐ -(1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- ☐ (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- ☐ (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- ☐ (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- ☐ (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.
- ☒ (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your

LEA, please visit CDC's website, links are provided in the question text above.) **Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.**

- ☒ (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- ☐ (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- ☒ (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- ☒ (10) Providing mental health services and supports.
- ☒ (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- ☒ (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- ☐ -(12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- ☐ -(12b) Implementing evidence-based activities to meet the comprehensive needs of students.
- ☐ -(12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- ☐ -(12d) Tracking student attendance and improving student engagement in distance education.
- ☐ (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- ☐ (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- ☐ (15) 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.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

*For consortium applications, please include a line for each applicable LEA/Usage combination

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Lancaster SD	(6) Training and professional development...	The LEA will use ESSER funds to: A. Provide disposable masks, face shields to be available for both staff and students at each building; this will include the availability of masks that yield a higher mitigation against COVID
Lancaster SD	(7) Purchasing supplies to sanitize and clean...	The LEA will use ESSER funds to: A. Purchase Iso Clean Units, which will provide additional source of clean air beyond what is provided by central air systems; B. Upgrade filters, which will provide additional disinfection through Bi-polar ionization (BPI) while improving static air filter effectiveness as ions are distributed into the occupied space; C. Upgrade legacy HVAC systems and controls for both McCaskey East & JP McCaskey (largest buildings in the District)
Lancaster SD	(9) Purchasing educational technology...	The LEA will use ESSER funds to provide iPads to students for remote learning, as well as an individualized learning platform for elementary, in the event a hybrid or all-online model is required during the 21-22 school year. Additionally, the district will use ESSER funds to support a Cyber Pathways Academy for elementary students whose parents do not feel comfortable sending them to a school building during the 21-22 school year. To support onsite instruction, the district will upgrade audio visual systems, conduct classroom upgrades, upgrade access points and other infrastructure, and purchase digital pencils and microphones for staff devices.

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Lancaster SD	(10) Providing mental health services and supports.	ESSER funds will be used to support: A. Social emotional programming, including investing in the RULER program in order to build the capacity of adults through a focus on their own social-emotional learning; B. Employee Assistance Program, including expanding our Employee Assistance Programs (EAP)
		ESSER funds will be used to support: A. Curriculum, including accelerating the investment in standards aligned curriculum for Grades K-12 focusing on four (4) core content areas (ELA, science, math, social studies) and providing professional development on the effective implementation of standards aligned curriculum; B. Intervention, including investing in an aligned Multi-Tiered System of Support (MTSS) specific to academics and providing interventionists to work with individual and small groups in math and ELA at elementary; C. Summer programming, including investing in a common curriculum aligned to the academic standards and provides a high level of student engagement and is project based, implementing a summer pre-session for high school students who are in danger of “not being promoted,” and hiring recent college graduates for high dose tutoring; D. Extended day and year, including accelerating the start and length of extended day programs closer to the start of the school year with a program focus using an individualized

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Lancaster SD	(11) Planning and implementing activities related to summer learning...	<p>tutoring model and considering an earlier start to the school year to jump start learning; E. English Language Development, including investing in three (3) separate summer programs for identified students (newcomer, migrant, early learners); F. Special Education, including restructuring the case management model to provide more personalized support to high school students and building in additional direct instruction and intervention for students with specific learning needs; G. Early Learners, including identifying incoming first grade students enrolling in the District that may not be academically prepared for school (i.e. did not attend a formal K5 program due to COVID), providing additional interventions or K5 classes to support these newly enrolled students, maintaining smaller class sizes at the elementary level due to the decline of enrollment. This would maintain an average ratio below 1:25 in core classrooms; H. Cyber Pathways Academy, including developing an additional option for students and families that increases synchronous instruction (currently an asynchronous model with a student advisor) and maintaining the elementary model as designed for 2020-2021.</p>
		<p>The LEA will use ESSER funds to: A. Allocate resources in anticipation of any COVID testing that may be needed and/or required for students and staff; B. Make hand sanitizer available to</p>

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Lancaster SD	(12) Addressing learning loss among students...	all classrooms, offices, and common areas, such as cafeterias, libraries, etc;C. Make hand sanitizer stations available at entry points to all buildings;D. Provide table top barriers and other protective shields, where requested/needed, for student desks, cafeteria tables, and other shared tables

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
 - Name
 - Description
 - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, 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.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

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The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$20,956,688.00

Allocation

\$20,956,688.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$1,711,193.00	Instructional SalariesClass Size Reduction and Cyber and K5 Positions
1000 - Instruction	200 - Benefits	\$1,199,839.00	Instructional BenefitsClass Size Reduction and Cyber and K5 Positions
1000 - Instruction	300 - Purchased Professional and Technical Services	\$188,880.00	Instructional ContractsProfessional Developement K-12 in Core Content Areas
1000 - Instruction	600 - Supplies	\$4,569,090.00	Instructional and Student Tech Supplies includes the following:Class Room Upgrades - \$2.0m (projection walls, access point upgrades, projectors, monitors)Student Devices/Accessories - \$1.6m (ipad charging cables and accessory sleeves, charging bricks, individual power

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Function	Object	Amount	Description
			bank)Audio Visual - \$0.4m (audio visual support equipment, upgrade TV studio)Infrastructure - \$0.5m (update external access points, build redundant virtual environment).
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$520,620.00	Other Instructional Programs Salaries-Afterschool and Summer Programs
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$10,350.00	Other Instructional Programs Benefits-Afterschool and Summer Programs
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$107,290.00	Other Instructional Programs ContractsSummer and Afterschool Program Contract
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$57,090.00	Other Instructional Programs Supplies-Summer and Afterschool
1800 - Pre-K	500 - Other Purchased Services	\$15,000.00	Pre-K Other Purchased ServicesTransportation
		\$8,379,352.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$20,956,688.00

Allocation

\$20,956,688.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,744,273.00	Support Services - Students - Salaries-- School & Family Resource Staff
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$1,098,318.00	Support Services - Students - Benefits-- School & Family Resource Staff
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$476,590.00	Support Services - Students - Contracts- Ruler Program
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$15,000.00	Support Services - Students - Other Purchased Services
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$19,000.00	Support Services - Students - Supplies
2200 - Staff Support Services	100 - Salaries	\$110,029.00	Staff Support Services - SalariesTechnology Coach
2200 - Staff Support Services	200 - Benefits	\$39,976.00	Staff Support Services - BenefitsTechnology Coach

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Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$634,820.00	Staff Support Services - Contracts
2200 - Staff Support Services	400 - Purchased Property Services	\$250,000.00	Staff Support Services - Purchased Property Services
2200 - Staff Support Services	600 - Supplies	\$131,000.00	Staff Support Services - Supplies
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$52,000.00	Support Services - Administration - Salaries-Community Relations
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$50,000.00	Support Services - Administration - Contracts
2300 - SUPPORT SERVICES – ADMINISTRATION	500 - Other Purchased Services	\$30,000.00	Support Services - Administration - Other Purchased ServicesCommunity Relations
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	\$5,000.00	Support Services - Administration - Supplies
2400 - Health Support Services	100 - Salaries	\$18,000.00	Health Support Services - SalariesCOVID Admin
2400 - Health Support Services	200 - Benefits	\$7,750.00	Health Support Services - BenefitsCOVID Admin
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$25,000.00	Health Support Services - Contracts
2400 - Health Support Services	600 - Supplies	\$25,000.00	Health Support Services - Medical Supplies

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Function	Object	Amount	Description
2500 - Business Support Services	600 - Supplies	\$50,000.00	Support Services - Business - Supplies/Software
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$299,120.00	Operation & Maintenance - Contracts-Enhanced Cleaning
2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,028,935.00	Operation & Maintenance - Purchased Property Services - Upgrade HVAC control system - \$1.6 million Enhanced Cleaning with Contractor \$0.4 million
2600 - Operation and Maintenance	600 - Supplies	\$77,455.00	Operation & Maintenance - SuppliesFilters for VentilationPPE Supplies
2600 - Operation and Maintenance	700 - Property	\$4,844,490.00	Operation & Maintenance - PropertyVentilation ISO Cleaners - Purchase of 1,500 ISO Clean Units @ \$2,432 per unit - \$3.65m. Purchase of Plasma Air units - \$0.5m. Other equipment, services and supplies - \$0.7m.
2800 - Central Support Services	100 - Salaries	\$345,000.00	Central Support Services - SalariesProject Specialist
2800 - Central Support Services	200 - Benefits	\$150,480.00	Central Support Services - BenefitsProject Specialist

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Function	Object	Amount	Description
2800 - Central Support Services	500 - Other Purchased Services	\$50,100.00	Central Support Services - Other Purchased Services Printing, Communications
		\$12,577,336.00	

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Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

\$20,956,688.00

Allocation

\$20,956,688.00

Budget Over(Under) Allocation

\$0.00

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	\$1,711,193.00	\$1,199,839.00	\$188,880.00	\$0.00	\$0.00	\$4,569,090.00	\$0.00	\$7,669,002.00
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	\$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	\$520,620.00	\$10,350.00	\$0.00	\$0.00	\$107,290.00	\$57,090.00	\$0.00	\$695,350.00
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

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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
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$1,744,273.00	\$1,098,318.00	\$476,590.00	\$0.00	\$15,000.00	\$19,000.00	\$0.00	\$3,353,181.00
2200 Staff Support Services	\$110,029.00	\$39,976.00	\$634,820.00	\$250,000.00	\$0.00	\$131,000.00	\$0.00	\$1,165,825.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$52,000.00	\$0.00	\$50,000.00	\$0.00	\$30,000.00	\$5,000.00	\$0.00	\$137,000.00
2400 Health Support Services	\$18,000.00	\$7,750.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$75,750.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$299,120.00	\$2,028,935.00	\$0.00	\$77,455.00	\$4,844,490.00	\$7,250,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$345,000.00	\$150,480.00	\$0.00	\$0.00	\$50,100.00	\$0.00	\$0.00	\$545,580.00
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

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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
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$4,501,115.00	\$2,506,713.00	\$1,674,410.00	\$2,278,935.00	\$217,390.00	\$4,933,635.00	\$4,844,490.00	\$20,956,688.00
				Approved Indirect Cost/Operational Rate: 0.0443				\$0.00
				Final				\$20,956,688.00

