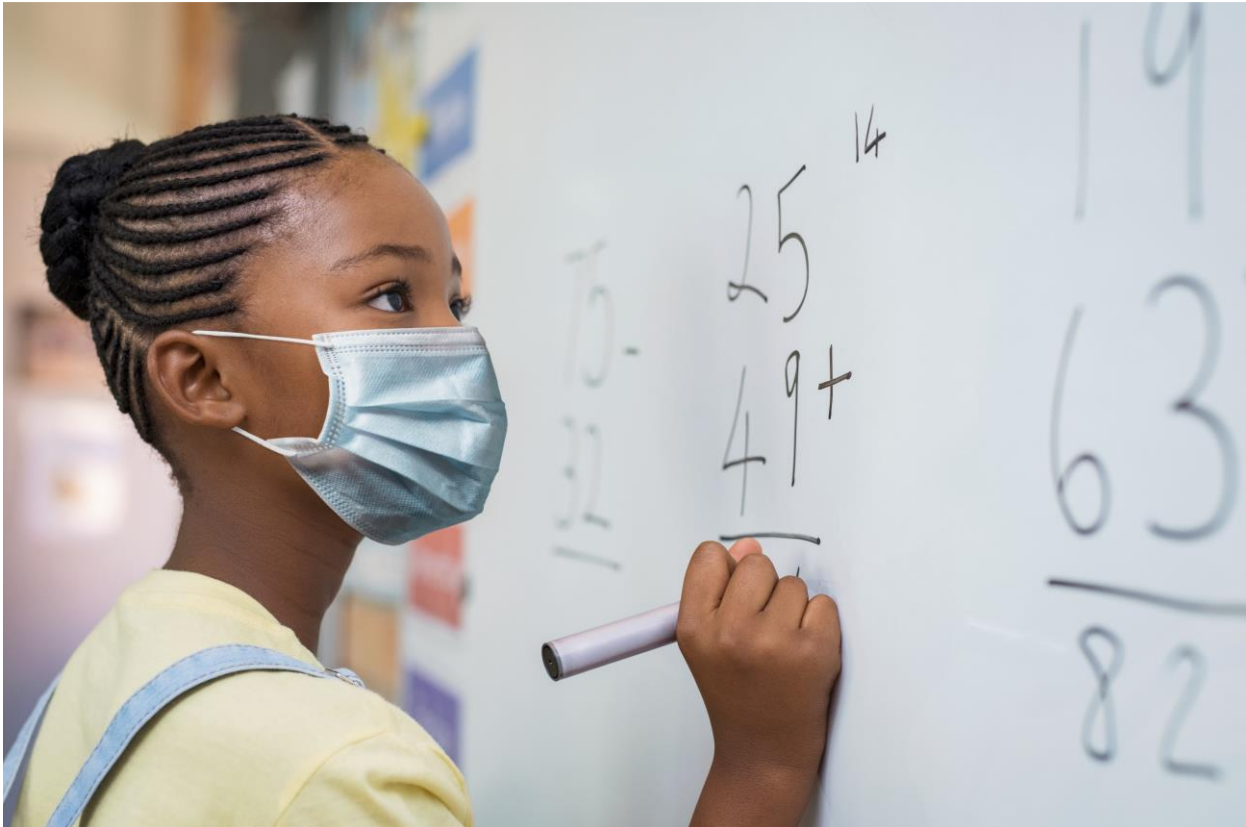


ARP ESSER Plan



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Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). This legislation awards grants to state educational agencies (SEAs) for providing local educational agencies (LEAs, i.e., school districts) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. South Carolina will receive \$2,112,051,487 in ARP ESSER funds from the ARP Act, with 90 percent being awarded to LEAs with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020. The remaining funds to South Carolina will be used for state-level activities to address issues caused by COVID-19.



This plan describes how the LEA will use funds that it is awarded under the ARP ESSER program. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the ARP ESSER grant terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, 86 FR 21195.

ARP ESSER Budget Overview

Total Amount of LEA Award	\$3,639,104.00
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Required 20 Percent for Learning Loss	\$ 727,821.00
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Funds for Prevention and Mitigation Strategies

In the text field below, describe the extent to which and how the LEA will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

In the 2021-2022 school year, Florence School District Five will continue to review recommendations from both DHEC and the CDC in regards to the necessary safety precautions to prevent the spread of COVID-19. We will encourage masks for those not vaccinated. We will allow for social distancing to the extent possible and encourage hand washing and respiratory etiquette. We will continue to provide appropriate cleaning protocols to maintain healthy facilities. Our plan also includes improving ventilation and air quality and to continue contact tracing in combination with isolation and quarantine when necessary. We are currently working with local Health Partners which provide free testing for our students. For our students with disabilities, the student's IEP will ensure that appropriate accommodations are provided to the extent possible based on the student need. Homebound instruction will be provided based on the need. The district will continue to utilize input and feedback from all stakeholders to make the safest decisions possible to maintain the health and safety of our students.

ARP ESSER High Level Budget

Note: The total amounts below must match the LEA's ARP ESSER Budget that details expenditures by allowable activity. A description of the ARP ESSER allowable activities are online on the ARP Act ESSER Spending Categories webpage.

ARP ESSER Allowable Activity	Budgeted Amount
Learning Loss (20% required)	\$939,157.00
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	
Coordination, preparedness, and response efforts	
Activities to address unique needs of specific students	
Improving preparedness and response efforts	\$121,128.00
Training and professional development on sanitation	
Supplies to sanitize and clean facilities	\$16,150.00
Planning, coordinating, and implementing school closures	
Educational technology	\$478,188.00
Mental health services and supports	
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	
Addressing learning loss among students (in addition to Learning Loss budgeted above)	
School facility repairs and improvements	
Improving indoor air quality	\$1,891,073.00
Developing and implementing public health protocols	\$104,977.00
Other activities to maintain operation and continuity of services	\$88,431.00
Total Budget	\$3,639,104.00

Activities to Address Learning Loss

ARP ESSER Learning Loss Requirements

The LEA must use 20 percent of the funds it receives under the ARP ESSER program 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. The LEA should duplicate or align with the goals, strategies, and evidence-based interventions in its Academic Recovery Plan to minimize duplication of efforts.

Academic Recovery Plan - English Language Arts

Florence School District Five will increase student achievement in ELA as follows:

- 1) Raz Kids and Lalilo will be utilized in stations and computer labs for grades 1-4 for Tier 1 and 2 students to provide extra practice on foundational comprehension skills. Leveled Literacy Intervention kits by Fountas and Pinnell will be utilized to provide more intense reading intervention for Tier 3 students.*
- 2) Reading tutors will be employed for all schools to span all grade levels to work with our most impacted students (Tier 3 and some Tier 2) on those reading deficiencies that hinder reading growth. These tutors will receive the necessary training to provide the targeted interventions needed to recover academic losses in reading. The Literacy coaches at each school will monitor the progress of these students and provide the necessary supports to the reading tutors.*
- 3) All certified teachers working with primary grades will participate in a book study, "Making Sense of Phonics" by Mark and Isabel Beck and will utilize the phoneme and phonological awareness strategies from the book study. Teachers working with elementary level students will participate in the book study, "Making Thinking Visible" by Ron Ritchart and will utilize the strategies provided to reactivate their active thinking skills. Teachers at the high school level will participate in Ruby Payne's teaching of poverty to help our teachers engage students of poverty.*
- 4) Students in all grades and all tiers will have goal-setting meetings with teachers at the beginning of the school year so that they are knowledgeable and understand what they need to do. Recognition will be provided for students who meet their goals.*
- 5) An instructional protocol will be developed to address the high expectations of core instruction focused on rigor, engagement, purpose, and results. All teachers will be trained on this instructional protocol as well as opportunities for differentiation.*

6) One-to-one devices will be available so that all students have the opportunity to utilize and learn through technology. Both students and teachers will be trained in Schoology.

7) All students in grades 1-4 will participate in CASE TE 21 benchmark testing three times during the school year, and grades 5-9 will participate in I Ready diagnostic. The data from these benchmarks will be reviewed to determine instructional and intervention needs.

8) Data tracking meetings with teachers will be held monthly using the MTSS guidance and process to monitor student progress and provide appropriate actions to immediate student needs.

9) We will implement smaller class sizes in the primary grades (especially first grade) and provide assistants as needed to be able to provide one-to-one instruction to effectively address lags in reading so that students are reading on or near grade level when they enter the second grade.

-Our digital programs and intervention kits focus on five key areas of reading instruction such as phonemic awareness, phonics, fluency, vocabulary and comprehension. The amount of time the student spends in these areas will be determined by the need and stamina of the student.

-Our reading tutors will receive the necessary supports and training to provide targeted reading intervention. Intervention schedule and times will be determined by severity in learning lag.

-Progress will be monitored by literacy coaches throughout the year to ensure fidelity of intervention and to help the tutor make any adjustments needed to interventions.

-Our teachers will be provided strategies in biweekly PLC's through appropriate book studies to help them assist those students most impacted with a significant learning lag in reading.

- Students will be knowledgeable in their learning loss and the needs to recover. Goals will be established and reviewed prior to testing, and recognition will be provided for those who meet their goals.

- A district-wide instructional protocol focused on high expectations, rigor, engagement, purpose, and results will be expected and monitored to ensure we are strengthening core instruction for students in all tiers. Differentiation will also be addressed to ensure that we make significant gains with those most impacted while challenging those who are on track while maintaining high expectations.

- Through our one-to-one effort, all students will have the opportunity to learn and grow through technology. Students will receive the training they need to be successful using technology.

- Through benchmarking and frequent assessments, students will be progress monitored throughout the year to ensure that appropriate steps are taken to address learning lags.

- Through data tracking meetings and MTSS guidance, all students will be appropriately monitored for academic, social and emotional growth.*
- The focus on smaller class size in the primary first grade classrooms will allow students more one-on-one assistance to address reading deficiencies to ensure second grade preparedness.*

Academic Recovery Plan - Mathematics

Florence School District Five will increase student achievement in math as follows:

- 1) Dream Box will be utilized in stations and computer labs for grades 1-4 for Tier 1 and 2 students to provide extra practice on foundational math skills for all students at all levels.*
- 2) Math tutors will be employed for all schools to span all grade levels to work with our most impacted students (Tier 3 and some Tier 2) on math deficiencies that hinder their math growth. These tutors will receive the necessary training to provide the targeted interventions needed to recover academic losses in math. Administrators at each school will monitor the progress of these students and provide the necessary supports to the math tutors.*
- 3) Teachers working with elementary level students will participate in the book study, "Making Thinking Visible" by Ron Ritchart and will utilize the strategies provided to reactivate their active thinking skills. Teachers at the high school level will participate in Ruby Payne's teaching of poverty to help our teachers engage students of poverty.*
- 4) Students in all grades and all tiers will have goal setting meetings with teachers at the beginning of the school year so that they are knowledgeable and understand what they need to do. Recognition will be provided for students who meet their goals.*
- 5) An instructional protocol will be developed to address the high expectations of core instruction focused on rigor, engagement, purpose, and results. All teachers will be trained on this instructional protocol as well as opportunities for differentiation.*
- 6) One-to-one devices will be available so that all students have the opportunity to utilize and learn through technology. Both students and teachers will be trained in Schoology.*
- 7) All students in grades 1-4 will participate in CASE TE 21 benchmark testing three times during the school year, and grades 5-9 will participate in I Ready diagnostic. The data will be reviewed to determine instructional and intervention needs.*
- 8) Data tracking meetings with teachers will be held monthly using the MTSS guidance and process to monitor student progress and provide appropriate actions to immediate student needs.*

9) We will implement smaller class sizes in the primary grades (especially first grade) and provide assistants as needed to be able to provide one-to-one instruction to effectively address lags in math so that students are performing on or near grade level when they enter the second grade.

-Our evidence-based math program, DreamBox, will provide the information tutors need to target the math interventions. The amount of time the student spends in these areas will be determined by the need and stamina of the student.

-Our Math tutors will receive the necessary supports and training to provide targeted math intervention. Intervention schedule and times will be determined by severity in learning lag.

-Progress will be monitored by school administrators throughout the year to ensure fidelity of intervention and to help the tutor make any adjustments needed to interventions.

-Our teachers will be provided strategies in biweekly PLC's through appropriate book studies to help them assist those students most impacted with a significant learning lag in math.

- Students will be knowledgeable in their learning loss and the needs to recover. Goals will be established and reviewed prior to testing, and recognition will be provided for students who meet their goals.

- A district-wide instructional protocol focused on high expectations, rigor, engagement, purpose, and results will be expected and monitored to ensure we are strengthening core instruction for students in all tiers. Differentiation will also be addressed to ensure that we make significant gains with those most impacted while challenging those who are on track all while maintaining high expectations.

- Through our one-to-one effort, all students will have the opportunity to learn and grow through technology. Students will receive the training they need to be successful using technology.

- Through benchmarking and frequent assessments, students will be progress monitored throughout the year to ensure that appropriate steps are taken to address learning lags.

- Through data tracking meetings and MTSS guidance all students will be appropriately monitored for academic, social and emotional growth.

- The focus on smaller class size in the primary first grade classrooms will allow students more one-on-one assistance to address math deficiencies to ensure second grade preparedness.

Academic Recovery Plan - Social, Emotional, Behavioral and Mental Health

Florence School District Five will develop mentor/ mentee partnerships with all students in grades 9-12 to increase the overall graduation rate from 70% in 2021 (approximate) to 90% in 2022 as measured by the school report card.

- 1) Professional development for all mentors and mentees will be held prior to the first day of class.*
- 2) Mentor/ Mentee meetings will be held every three weeks in first block classes at the high school level.*
- 3) The Capturing Kid's Hearts program will be utilized to engage students in all grade levels district wide.*
- 4) MTSS tracking meetings and transcript review meetings with students will allow progress monitoring and early intervention.*
- 5) Students in all grades and all tiers will have goal setting meetings with teachers at the beginning of the school year so that they are knowledgeable and understand what they need to do. Recognition will be provided for students who meet their goals.*
- 6) An instructional protocol will be developed to address the high expectations of core instruction focused on rigor, engagement, purpose and results. All teachers will be trained on this instructional protocol as well as opportunities for differentiation.*
- 7) One-to-one devices will be available so that all students have the opportunity to utilize and learn through technology. Both students and teachers will be trained in Schoology.*
- 8) A dropout prevention task force will meet prior to the start of school to create a plan focused on student attendance, motivation and engagement to start in early grades targeting potential dropouts.*

Through a mentor/ mentee program and dropout task force, all tiers of students will be engaged in this effort to increase graduation rate and reduce the number of dropouts.

Academic Recovery Plan - Other Activities

NONE

Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the ARP ESSER Spending Plan Categories webpage.

Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act

Description of Planned Activities if applicable

NONE

Coordination, preparedness, and response efforts

Description of Planned Activities if applicable

NONE

Activities to address unique needs of specific students

Description of Planned Activities if applicable

NONE

Improving preparedness and response efforts

Description of Planned Activities if applicable

Florence School District Five has three schools located in the middle of town surrounded by our most visited and popular businesses. A digital marquis at each of these locations will allow us to relay quick and important messages to parents and the community. Because of the location, a digital marquis is guaranteed to reach our target audience quickly. With COVID issues arising unexpectedly, a digital marquis will allow us to give information quickly until parents can be reached through an email or message system. A digital marquis is a great way to send out safety reminders and precautionary measures as well as communicating any closures or alerts. Digital signage can be updated quickly and released immediately and will benefit the school as we reembarck on face-to-face instruction this school year.

Training and professional development on sanitation

Description of Planned Activities if applicable

NONE

Supplies to sanitize and clean facilities

Description of Planned Activities if applicable

Sanitation is more important now with the COVID spread than it has been. A new floor scrubber would allow us to provide more effective sanitation efforts at our middle school by providing a cleaner environment. Along with a better floor scrubber, additional sanitation supplies and PPE are needed to ensure that our students are attending five days per week in a safe and sanitary environment.

Planning, coordinating, and implementing school closures

Description of Planned Activities if applicable

NONE

Educational technology

Description of Planned Activities if applicable

With the new one-to-one technology and the addition of many devices and remote learning, additional technology support is needed to ensure that our technology is up and running. With COVID still a contender for the upcoming year and virtual or remote learning still being a possibility, technology support is vital. Also, with additional laptops purchased, a better inventory system is needed to ensure that the devices are maintained and accounted for. Charging stations will allow us a safe way of ensuring that devices are stored and charged with ease.

COVID not only caused our students to miss valuable face-to-face instruction, but also caused our students to miss competitive team opportunities necessary to understand the benefits of teamwork and collaboration. An additional tech lab will not only allow us an extra classroom space to enhance our ability to social distance, but would also allow us the opportunity to provide an additional space for other student activities.

Because school closures and remote learning needs are still possible with COVID 19, our teachers will need updated laptops to ensure they can continue teaching and providing instruction despite possible school closures.

Mental health services and supports

Description of Planned Activities if applicable

NONE

**Planning and implementing summer learning and afterschool programs
(in addition to Learning Loss budgeted above)**

Description of Planned Activities if applicable

NONE

**Addressing learning loss among students
(in addition to Learning Loss budgeted above)**

Description of Planned Activities if applicable

Testing data indicates that many of our students experienced learning loss during the COVID-19 school shutdowns. Many students attended school virtually and had challenges related to virtual learning. Now that all of our students are returning to the face-to-face learning environment, tutors are needed for those Tier 3 students to help close the achievement gap through individual intervention plans.

After experiencing a decline in learning due to school shutdowns with COVID 19, students are at many different levels. Some students were not successful in the virtual learning environment. It is therefore necessary for students to have access to programs that allow them to work at their level. This allows the teacher and interventionist to progress monitor and determine areas of weakness so that appropriate interventions can be provided.

Some students were not successful in the virtual learning environment and lost interest in reading. It is therefore necessary for students to have access to high engaging reading programs that allow them to work at their level. This allows the teacher and interventionist to progress monitor and determine areas of weakness so that appropriate interventions can be provided and allows students the opportunity to re-establish their love for reading. Benchmark assessments is a necessary strategic tool to determine student progress. I Ready, TE21 and NWEA assessment data will help the teacher determine both individual student needs as well as whole class instructional needs. Being able to target struggling students and academic areas of need will enable teachers, interventionists and tutors to plan effective instruction and interventions to help students overcome the learning loss experienced during COVID 19 school closures.

Some students fell behind in learning during the school closures caused by COVID. The use of APEX will help students catch up and recover credits and attendance.

To help with early literacy, an additional assistant for four- and five-year-old students and an additional teacher to reduce class size in first grade will assist us in providing the necessary assistance for our struggling early readers.

School facility repairs and improvements

Description of Planned Activities if applicable

NONE

Improving indoor air quality

Description of Planned Activities if applicable

A solid approach to lowering the concentrations of indoor air pollutants is to increase the amount of outdoor air coming indoors. The gymnasium needs roof repairs. Roof leaks also causes dampness which also hinders air quality.

Carpet replacement with tile: Due to allergens and other dust agents that are found in carpet over time, it is necessary to replace carpet with tile to improve air quality in several of our classrooms. It is also necessary as we remodel some storage rooms to use as classrooms to help with physical distancing.

Finally, updated HVAC units are needed at two of our three schools. An updated HVAC control system will help maintenance staff monitor equipment and identify needs and/or hazards quicker thereby improving the air quality in our schools.

Developing and implementing public health protocols

Description of Planned Activities if applicable

To give our parents the opportunity to avoid the crowds of registration and better enhance the control of large crowds, online registration will be used so that parents who wish to register online may do so. The power school registration portal allows us the opportunity to successfully register our students without the faculty assistance at the school level and the crowds of in-person registration.

The hiring of an additional nurse to ensure that each school has its own nurse is vital to the health and wellness of our students and staff. COVID is still an issue and a threat. An on-site nurse is needed at each school for medical needs and to assist with precautionary guidance and COVID tracing and tracking.

Other activities to maintain operation and continuity of services

Description of Planned Activities if applicable

To ensure that we can continue face-to-face instruction five days per week for all students, even in the face of possible staff quarantine due to possible COVID diagnosis, COVID exposure, or COVID symptoms, it is necessary to secure substitutes to cover classes for employees who are in quarantine. To ensure that we have the funding to cover the extended days required, it is necessary to set aside funding for possible substitute teachers.

A mechanical lift will be purchased to assist maintenance staff with the ability to change air filters as needed.

Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication.

1) Students in tier 2 will be assigned extra help in small groups and through individual practice on digital programs in reading and math. MTSS tracking meetings and review meetings with students will allow progress monitoring and early intervention.

2) Tier 3 students will receive additional one-on-one assistance with an assigned tutor. MTSS tracking meetings and review meetings with teacher, student and parent will allow progress monitoring.

3) Students in all grades and all tiers will have goal-setting meetings with teachers at the beginning of the school year so that they are knowledgeable and understand what they need to do. Recognition will be provided for students who meet their goals.

4) An instructional protocol will be developed to address the high expectations of core instruction focused on rigor, engagement, purpose, and results. All teachers will be trained on this instructional protocol as well as opportunities for differentiation.

5) One-to-one devices will be available so that all students have the opportunity to utilize and learn through technology. Both students and teachers will be trained in Schoology.

6) A dropout prevention task force will meet prior to the start of school to create a plan focused on student attendance, motivation and engagement to start in early grades targeting potential dropouts.

To measure the outcomes and to evaluate the progress of our academic recovery goals, Florence School District Five will continue to analyze student data such as TE21 benchmark assessments, DRA assessments, teacher running records, tutoring notes, attendance documentation, weekly usage reports from digital programs and other assessments as well as state testing and screeners. The various data will be analyzed using our school level Multi-Tiered System of Supports (MTSS) teams, school level PLC meetings, school and district level leadership meetings, professional developments, mentor meetings, dropout task force meetings as well as other committee meetings and data dives to determine instructional and intervention needs. The data analysis will be maintained on school-level spreadsheets as well as through MTSS documentation so that we are able to evaluate the progress of our goals effectively and efficiently. Students will also have goal-setting meetings and transcript reviews to maintain their own individual progress tracking data. Parents will also be provided with the data so that they too can encourage and evaluate student progress toward achieving goals.

Consultation and Public Input

The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA must engage in meaningful consultation with each of the following, to the extent that they are present in or served by the LEA: Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

A survey was posted on our district and school websites to give all stakeholders the opportunity to provide input. The survey is below:

***Florence School District Five
ESSER III Stakeholders Input Survey***

Florence School District Five is seeking input from our parents, faculty, and other stakeholders to assist us in developing a solid plan for the upcoming school year. This plan involves two areas: 1) Spending of ESSER III funds and 2) A Safe Return to In-Person instruction.

Federal funds from the American Rescue Plan Act (ESSER III) will be utilized to close the achievement gap and create a safe learning environment for our students. Please complete the survey below to help us develop our spending plan and create a reopening plan that is best for our school district.

1) Stakeholder Affiliation

I am a(n) ***student***
 teacher
 parent
 administrator
 community member

2) Please prioritize the following in regards to ESSER III spending: (1 most important/ 5 least important). This feedback will enable us to prioritize funds to meet the needs of our students.

- Technology to increase academic achievement**
- Programs to address learning loss**
- Social/ Emotion Counseling**
- Air Quality in schools**
- Tutoring and extra assistance for struggling students**
- Other: _____**

3) What input/ comments could you provide to help inform the development of our Return to School Plan for Florence School District Five for the 21-22 school year? How can FSD5 better support faculty and students for the safe return to in-person instruction and continuity of services?

4) How can we support YOU so that you can help students in FSD5 be successful? (example: As a parent, I need assistance with helping my child recover learning loss due to COVID.)

Description of how public input was obtained (click box to scroll) Required Stakeholder	Date(s) of Input
Students	05/24/2021
Families	05/24/2021
School and district administrators	05/01/2021
Teachers	05/24/2021
Principals & school leaders	05/10/2021
Other educators, school staff	05/24/2021
Professional organizations	05/24/2021
Other stakeholders representing key student subgroups	05/24/2021

ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the LEA's Subgrant Award Notification and accompanying attachments.

1. This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.
2. This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
 - a. summer learning or summer enrichment,
 - b. extended day,
 - c. comprehensive afterschool programs,
 - d. extended school year programs, or
 - e. other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. This LEA will either:
 - a. within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
 - b. develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.

5. This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:
- a. 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 addressing COVID-19 in schools;
 - b. overall plans and policies related to the LEA's 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;
 - c. data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
 - d. 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;
 - e. LEA uses of funds to sustain and support access to early childhood education programs;
 - f. 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);
 - g. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 - h. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 - i. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.