

Budget
Cambridge City (043695) - Guernsey County - 2022 - ARP ESSER - Rev 0 - ARP ESSER

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		400,000.00	62,000.00	75,000.00	400,000.00	0.00	0.00	937,000.00
Support Services		200,000.00	32,000.00	175,000.00	142,890.07	0.00	0.00	549,890.07
Governance/Admin		90,000.00	14,000.00	0.00	25,000.00	0.00	0.00	129,000.00
Prof Development		0.00	0.00	10,000.00	15,000.00	0.00	0.00	25,000.00
Family/Community		0.00	0.00	0.00	350,000.00	750,000.00	0.00	1,100,000.00
Safety		0.00	0.00	80,000.00	0.00	0.00	0.00	80,000.00
Facilities		0.00	0.00	0.00	0.00	4,050,000.00	0.00	4,050,000.00
Transportation		35,000.00	5,600.00	0.00	0.00	0.00	0.00	40,600.00
Indirect Cost							0.00	0.00
Total		725,000.00	113,600.00	340,000.00	932,890.07	4,800,000.00	0.00	6,911,490.07
Adjusted Allocation								6,911,490.07
Remaining								0.00

Budget Details

Cambridge City (043695) - Guernsey County - 2022 - ARP ESSER - Rev 0 - ARP ESSER

1. ARP ESSER Assurances

The American Recovery Plan - Elementary and Secondary School Emergency Relief Fund(ARP ESSER) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools. ARP ESSER funds are used to prevent, prepare for, and respond to COVID-19.

☒ LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.

☒ LEA will ensure that every recipient and sub recipient of ESSER funds 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.

☒ 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)

☒ LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (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, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.

☒ Records pertaining to the ARP ESSER award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. 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.

2. ARP ESSER Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP ESSER:

☒ The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

☒ Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or 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).

✓ An LEA that receives ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop, seek public comment 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) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA shall review its plan at least every six months (taking into consideration the timing of significant changes to CDC Guidance on reopening schools).

✓ The LEA will complete any reporting requested by the SEA to comply with all ARP ESSER reporting requirements, including:

â€¢ policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;

â€¢ plans and policies related to State 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;

â€¢ data on each school's mode of instruction (remote, hybrid, in-person) and conditions;

â€¢ 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;

â€¢ LEA uses of funds to sustain and support access to early childhood education programs;

â€¢ 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);

â€¢ student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning.

3. ARP ESSER Plan

✓ The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged 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 has engaged in meaningful consultation with each of the following, to the extent 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.

✓ The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Sustain and improve areas within the district in the following areas: HVAC, Roofing, Transportation facility creation to improve square footage availability to social distancing, Custodial cleaning supplies and equipment, additional playground equipment,

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

The LEA will assess student learning gaps resulting from the disruption in educational services as a result of COVID-19 through ongoing data collection from the district's pre, mid, & post-diagnostic assessments, use of formative and summative assessments, Ohio State Tests, and the Multi-Tiered Systems of Support process. The LEA will address the learning gaps through the implementation of an intensive summer program,

regardless of a student's current class standing, to focus on the individual needs of each student. The program will also provide unique youth development opportunities, one on one tutoring as well as small focus groups based on individual needs. All students have experienced learning loss in education based on COVID-19. We plan on providing a summer program through 2024 to either increase student achievement towards grade level competency or to provide enrichment to excel them to the next level. Transportation will be provided for our students attending as this has always been a barrier to enrollment in any summer program. Ongoing one on one or small group tutoring will be provided throughout the remainder of this school year and into the following school year. Intensive, focused interventions will be implemented to increase student achievement for all grade levels. As the 21st CCLC grant will provide an ongoing after-school enrichment program, some students do not have the means of staying for a 3-hour after-school program. By providing the option of one on one tutoring, students are more likely to take advantage of a shorter time frame to continue with their personal after-school schedules. Teachers will receive ongoing PD and additional support in data collection and analysis to guide instruction and to focus on the needs of their students based on specific data.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The LEA will assess student learning gaps resulting from the disruption in educational services as a result of COVID-19 through ongoing data collection from the district's pre, mid, & post-diagnostic assessments, use of formative and summative assessments, Ohio State Tests, and the Multi-Tiered Systems of Support process. The LEA will address the learning gaps through the implementation of an intensive summer program, regardless of a student's current class standing, to focus on the individual needs of each student. The program will also provide unique youth development opportunities, one on one tutoring as well as small focus groups based on individual needs. All students have experienced learning loss in education based on COVID-19. We plan on providing a summer program through 2024 to either increase student achievement towards grade level competency or to provide enrichment to excel them to the next level. Transportation will be provided for our students attending as this has always been a barrier to enrollment in any summer program. Ongoing one on one or small group tutoring will be provided throughout the remainder of this school year and into the following school year. Intensive, focused interventions will be implemented to increase student achievement for all grade levels. As the 21st CCLC grant will provide an ongoing after-school enrichment program, some students do not have the means of staying for a 3-hour after-school program. By providing the option of one on one tutoring, students are more likely to take advantage of a shorter time frame to continue with their personal after-school schedules. Teachers will receive ongoing PD and additional support in data collection and analysis to guide instruction and to focus on the needs of their students based on specific data.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The proposed timeline for providing services and assistance to students and staff with ARP funds depends upon the number of enrolled students in each program. Enrollment will determine the number of staff members (Administrator, teachers, tutors, drivers, kitchen staff, secretaries, and custodians) needed to implement the program. The goal is to provide tutoring opportunities year-round as well as summer programs for years 2021, 2022, and 2024. Ongoing PD for our teaching staff focusing on data and data-driven instruction will be ongoing and job-embedded as long as funds are available until September of 2023.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

District employees, stakeholders and board of education through various discussions and work sessions were used to create a plan of action to respond to the ESSR funds being available.

3.5.a.) Estimated number of jobs created or retained as a result of this funding.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

The proposed timeline for providing services and assistance to students and staff with ARP funds depends upon the number of enrolled students in each program. Enrollment will determine the number of staff members (Administrator, teachers, tutors, drivers, kitchen staff, secretaries, and custodians) needed to implement the program. The goal is to provide tutoring opportunities year-round as well as summer programs for years 2022, 2023, and 2024. Ongoing PD for our teaching staff focusing on data and data-driven instruction will be ongoing and job-embedded as long as funds are available until September of 2024.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The LEA intends to use ARP funds to promote remote learning as being secondary to face-to-face learning. Although it is an option for learning, it is not the BEST option for learning. Remote learning will be promoted for high school level students needing course recovery or enrollment in our Online Cats Academy. The enrollment into this program is to provide the education that is necessary to accommodate work schedules or the best educational opportunity for some students due to a variety of reasons. We will explore remote learning options based on the needs of our K-8th grade students and implement a program to provide the best learning experience for these students.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Summer educational opportunities for all students "Bobcat Camps" Implementations of a new math curriculum and reading curriculum K-5 Utilization of the BASE program through a learning a platform known at Edmentum Hands on experiential learning (field trips)

4. ARP ESSER Activities

Select activities that the LEA will implement with the ARP ESSER Fund and provide an estimated amount for that activity (check one or more). The total in the Amount boxes must add up to the allocation.

P = Public

AMOUNT	☐ P	a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education and Family Literacy Acts. Please elaborate below.
10,000.00 AMOUNT	☒ P	b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19.
175,000.00 AMOUNT	☒ P	c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth.
AMOUNT	☐ P	d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA.
AMOUNT	☐ P	e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.
25,000.00 AMOUNT	☒ P	f. Purchase supplies to clean and sanitize facilities of the LEA.
AMOUNT	☐ P	g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements).

75,000.00 AMOUNT	☒ P	h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.
75,000.00 AMOUNT	☒ P	i. Provide mental health services and supports.
50,000.00 AMOUNT	☒ P	j. 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
1,400,000.00 AMOUNT	☒ P	k. Addressing learning loss. Please elaborate below.
2,800,000.00 AMOUNT	☒ P	l. 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.
2,000,000.00 AMOUNT	☒ P	m. 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.
AMOUNT	☐ P	n. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Please elaborate below.
301,490.07 AMOUNT	☒ P	o. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.
Details of A from above: Select under which authorized program/s the district intends to utilize the funds. Select all that apply and provide an estimate of the amount budgeted for each.		
AMOUNT	☐ P	Activities authorized under Title I, Part A Improving Academic Achievement of the Disadvantaged
AMOUNT	☐ P	Activities authorized under Title II, Part A Supporting Effective Instruction
AMOUNT	☐ P	Activities authorized under Title III Language Instruction for English Learners and Immigrant Students
AMOUNT	☐ P	Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants
AMOUNT	☐ P	Perkins Act
AMOUNT	☐ P	McKinney Vento Subtitle B
AMOUNT	☐ P	Adult Education
AMOUNT	☐ P	Family Literacy Acts
AMOUNT	☐ P	IDEA

Details of K from above:

- ☒ Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction;
- ☒ Implementing evidence-based activities to meet the comprehensive needs of students;
- ☒ Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- ☒ Tracking student attendance and improving student engagement in distance education.

DETAILS of N-O from above:

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

The LEA will use ARP Funds to provide principals with the resources necessary to address the needs of their individual school based on collaborative meetings within each building to identify those needs. After experiencing COVID mandates for social distancing, the desire for outdoor educational areas to be established for alternative learning settings were at the top of the list. This would include a means of access to a pavilion area with tables and seating to be used by any class as a alternative area for learning. Buildings have requested additional exterior areas to be updated such as playground equipment, adding visual games on the blacktop area and sidewalks to the green house, installation of a "Buddy Bench" to share with a friend or for a quiet moment, and additional tables and benches and shaded areas on the playgrounds. The implementation of a SEL program and the creation of sensory rooms with padded flooring and soft lighting as a place for students to go and 'cool down' and gather themselves. Additional resources for student activities to promote student engagement based on students interests. The need for additional materials to expand the STEM programs in the middle school and high school and the creation of a STEM program at the Intermediate school. Bringing new and improved programs into the district will create an interest and curiosity among the students and will entice them to become more engaged and increase the desire to come to school. An additional request was for comfortable seating areas within the school for options to study and work with groups on projects. Creative options are being implemented to help students feel more comfortable, safe and supported by encouraging them to be engaged in their learning environment. Additional funds will be provided to teachers to increase classroom libraries and additional resources to align with their content area.

Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Mental health providers Data/Testing Coordinator Communications Director Career Navigator After school learning program staff

5. Budget Items

FTEs Paid with ARP ESSER Fund (direct and/or contract service)

1 Instruction: Properly Licensed Teachers/Tutors	Describe FTE: Properly Licensed Teachers
12 Governance/Administration	Describe FTE: Student Support Services, Curriculum, Principals
1 Support Services: Non-instructional	Describe FTE: Aides, Food Service, Transportation, Secretaries
Professional Development Coach	Describe FTE:
1 Data/Technology Specialist	Describe FTE: Data Specialist
1 Other 1	Describe FTE: Communication Coordinator
1 Other 2	Describe FTE: Social Worker
Other 3	Describe FTE:
Other 4	Describe FTE:

Purchased Services - Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.	
Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA	
Teachers/Tutors/Paraprofessionals	25,000.00 Remote Learning
Instructional Materials	Equipment/Hardware
50,000.00 Software/License	EL Teacher/Tutor/Paraprofessionals
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2
Support Services Purchased Services	
Coordinator of Support Services	Remote Learning
Counseling/Guidance	Instructional Support Services

Equipment/Hardware		75,000.00 Health Services
Software/License		Coach (Properly licensed in content area)
Alternative Education		Data Services
Prevention/Intervention Specialist		
100,000.00 Other Purchased Services 1		Other Purchased Services: Description 1 Communication Services
Other Purchased Services 2		Other Purchased Services: Description 2
Governance Purchased Services		
Program Director		
Other Purchased Services 1		Other Purchased Services: Description 1
Other Purchased Services 2		Other Purchased Services: Description 2
Professional Development Purchased Services		
Coach (Properly licensed in content area)		Professional Development for Infectious Disease
10,000.00 Professional Development Consultant		Substitute Teachers
Training/Software/Licenses		Travel Mileage/Meeting Expense
Professional Development for Remote Learning		
Other Purchased Services 1		Other Purchased Services: Description 1
Other Purchased Services 2		Other Purchased Services: Description 2
Family Community Purchased Services		
Parenting Skills Training		Family Literacy Training
Family Liaison		Parent Involvement Materials
Community-wide planning and organization		Remote Learning
Other Purchased Services 1		Other Purchased Services: Description 1
Other Purchased Services 2		Other Purchased Services: Description 2

Safety Purchased Services

80,000.00 Hiring/Mandatory Training of School Security Personnel/ Resource Officers

Nationwide background check of LEA employees

A School Safety Hotline

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Transportation Purchased Services

After School/Summer School Transportation

Other Purchased Services 1

Other Purchased Services: Description 1

Other Purchased Services 2

Other Purchased Services: Description 2

Facilities

Explain how funds budgeted on Facilities budget line are used.

Our intent is to repair and improve several roofs within the district that would help reduce the risk of virus transmission and exposure to environmental health hazards. On shingle roofs replacements, we would intend to cut ridge vents back in order to increase air circulation flow in our buildings. We also intend to replace our Heating and cooling Building Automation and Control Systems in an effort to improve the indoor air quality and circulation in each of our buildings. These control units will allow us to more effectively control air flow through our Air Handling Units, hot water systems, heat pump loops and heat pumps. Additionally, we intend to begin the replacement of multiple heat pumps in our various buildings which will also improve air quality and flow thus minimizing the risk of virus transmission. In an effort to improve air quality and circulation, we intend to replace our current transportation facility. Our current facility is in the neighborhood of 70 years old and has less than desirable air circulation and ventilation. The furnace is in the drivers lounge, there is one very small and outdated restroom and the environment and air flow throughout the current facility is substandard. This new facility would improve social distancing opportunities and enable the operation of our school transportation department to operate in a manner that would reduce the risk of virus transmission and reduce the exposure to environmental health hazards. It would also improve indoor air quality with new mechanical heating, ventilation and air conditioning systems. As we continue to look for ways to increase social distancing, we intend to change out school furniture. Much of this will include changing from desks to tables that will allow for additional social distancing, acquiring some outdoor furniture like picnic tables and benches that will allow for both increased social distancing and external air circulation. Another project we plan to complete is the replace grass with artificial surface at our football and/or soccer fields. In addition to improving safety for athletic events, this artificial surface will allow for additional social distancing and allow more students to access this surface in addition to just football/soccer team(s). Other student activities would open up with this surface and allow fo students of all grade levels from K-12 to recreate in an outdoor environment maximizing outdoor air quality and improve air circulation. This surface can also be used year round rather than limited in its use as it currently exists. We also intend to install a new exterior door at our Middle School that will allow for access to an additional outdoor classroom space to improve social distancing and outdoor air circulation. Lastly, we intend to replace a set of visitors bleachers at our football complex that will allow for social distancing as that currently is a restrictive challenge.

Supplies and Capital Outlay

Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.

☒ Classroom Supply ☒ Health and Hygiene

☐ Office Supply ☒ Software

☒ Computer ☐ Other(Please describe)

Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.

☐ Vehicle or School Bus ☐ Technical Infrastructure

☐ Equipment Technical ☒ Other(Please describe)
Roof, Air Quality Improvement Systems

☒ Other(Please describe)
Student Support Health, Transportation Facility