

Budget Details

Ashland County Community Academy (009971) - Ashland 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?

ARP ESSER funds will allow Ashland County Community Academy to continue to implement prevention and mitigation strategies, as guided by local, state, and federal agencies (CDC, Health Department, Emergency Management Department) in order to provide equitable access to learning. ACCA will take direction from Remote Learning Plan(s), Re-Opening Plan(s), and the Learning Recovery and Extended Learning Plan, in order to safely open and operate the school for in person learning. This includes, but is not limited to, the purchase of materials and contract services that aid in the prevention of communicable disease: such as PPE, Professional Cleaning Services (multiple times a week), handwashing stations, sanitation stations, thermometers, cleaning supplies, and any other materials or services that will aid in the prevention of the spread of communicable disease or an infectious agent (student mask training, student training on how to clean and disinfect, health and safety training for staff, etc.) As supplemental material, the purchase of individual student desks and chairs will be necessary if there is a need

to socially distance, in order to serve a full population, in person, full time. Per the Re-Opening plan, ACCA utilizes structured class changes, structured restroom breaks, and has built in "cleaning sessions" into the school day, where students clean and disinfect their individual work spaces each class period. Students are encouraged to wash hands and sanitize multiple times throughout the day at the handwashing/sanitation stations. Staff will be trained on the school's Health and Safety policies and follow proper pre-designed protocol when dealing with or encountering situations that involve student medical attention or possible infectious agents. ACCA, as a whole, will continue to follow the Board approved Health and Safety policies and update when necessary, using the most updated guidance from the CDC.

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?

ACCA will 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 School (beg June 2021), with a focus on Literacy and Math enrichment, or credit recovery. ACCA will restructure the education plan, with guidance from sponsor and ODE, to address, guide, and support students' various graduation pathways in the form of credentialing, work-based learning, credit recovery, literacy and math enrichment, career and college readiness, EOC/WorkKeys/ASVAB/ACT test prep, student leadership and success, and social-emotional learning. It is ACCA's intention to employ staff to support these educational goals (Credential Specialist, Student Success Facilitator, Student Success Coach, Dean of Students, Attendance Specialist, School Liaison, and School Resource Officer), as well as integrate the services provided by local community agencies to supplement or enhance a student's educational experience at ACCA.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act? ARP ESSR Funds will be used to improve and enhance curriculum, instruction, and materials, and provide creative and innovative educational opportunities, in order to create an educational environment conducive to learning, to meet the needs of the whole child, especially those most impacted by COVID-19 learning loss.

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. ACCA administered STARS student assessments in 2021, during a Winter and Spring Session, to track progress, or to identify deficiency in the areas of Reading and Math. (The STARS assessment will be administered to each student in each Fall, and then Winter, at least 13 weeks apart) ACCA also uses progress reports, grade cards, EOC scores, attendance data, and after-school programs/tutoring attendance to determine needs. Positions such as a Literacy Coach and Student Success Coach will be beneficial in providing additional intervention to those most impacted by COVID-19 learning loss, and students who perform below grade level in reading and math. Math and Literacy tutoring throughout the school day will aid in closing the gaps. Because School Attendance impacts learning and social-emotional growth, positions such as an Attendance Specialist will aid in the success of students most impacted by COVID-19 learning loss. In collaboration with the School Liaison and the School Resource Officer, the Attendance Specialist will communicate with students, parents, administrators, teachers, staff, and support services, to suggest or implement interventions when necessary, based on attendance data; including but not limited to after school tutoring, attendance intervention plans, support services offered by school, reference to School Liaison and SRO pertaining to social-emotional services, safety, or attendance, The Dean of Students in collaboration with the Credential Specialist, Student Success Facilitator, and Student Success Coach will provide various learning opportunities for students to attain the Ohio Means Job Readiness Seal, and locally approved seals by the Board of Education, in order to meet the need of certain students who choose to take that graduation pathway. The Dean also intends to offer in house credentialing in Student Leadership. The intended purposes of the Student Success Facilitator and Credential Specialist

is provide interventions and opportunities, other than the EOC pathway for graduation, as the majority of students were impacted by COVID-19 learning loss. Alternative tests such as the ASVAB and WorkKeys are options that may be available to students with the help of the SSF and the CS. Credentialing, Career and Work-Based Learning, Military Recruitment, FAFSA, transitional interventions, referral to support services (both in house and in the community), are alternative ways to address learning loss in conjunction with the traditional methods we employ, such as tutoring, summer school, learner-centered curriculum, credit recovery, and credit flex. ACCA will make available to all students, especially those most affected by the COVID-19 learning loss, support services and programs. The School Liaison, in collaboration with ACCA's community partners, will identify those most in need or through referrals, and provide opportunities for students and their families to access said support services. Previously, ACCA has provided students opportunity to participate in counseling, mentoring, and social-emotional learning groups and programs through Catholic Charities, Appleseed, and the Mental Health and Recovery Board, and will continue work with such agencies to provide opportunities for our learning community. Programs such as DARE and School and Community Safety will be provided by the School Resource Officer. The School Liaison and SRO may collaborate with community agencies to provide the school community with resource that provide basic needs such as food, shelter, clothing, and transportation, as well as the Transitional Age Youth Coordinator to refer students who can benefit from transitional services while attending ACCA and post-graduation. Students will be tracked on their progress and growth through individual student success plans (which includes data and feedback from all staff), and their learning plans will be adjusted and modified based on identified needs.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19. ACCA will determine its most important educational needs as a result of COVID-19 by analyzing existing and future data from the following sources: STARS, EOCs, grades, progress reports, attendance data, learning style inventories, career interest inventories, and student success plans.

5.5.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. Ashland County Community Academy's timeline for providing services and assistance to student and staff with these funds will go through September 30, 2024. Therefore, it is ACCA's intention to provide interventions, programs, opportunities, and services to the students, with these funds, during the 2021-2022, 2022-2023 and 2023-2024 school years.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning. ARP ESSER funds will be used to maintain equipment related to and purchase supplies and materials for, remote learning packets that are distributed to the entire student body, The funds will also be used for student transportation, upgrading technology, and access to online curriculum.

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.

State Assessments, EOCS, were administered to students in the Fall of 2020 and Spring of 2021 and the STARS diagnostics were administered in two sessions in the Winter of 2021 and the Spring of 2021, to track growth in reading and math, Additional assessments embedded in the learner-centered curriculum will provide for differentiated instruction (based on learning style inventories), which can be used as indicators of growth or declination, in conjunction with district administered diagnostics and state test scores. Data will guide instructional practices within the classroom, and interventions will be provided for students identified as deficient in any content area, particularly reading or math. After school tutoring will be made readily available to students, and progress will be tracked to ensure the effectiveness of the

interventions in place. Summer School will be offered following the last day of school for students in need of credit recovery, who wish to engage in enrichment activities, or who are in need of literacy and math intervention (length of school will be determined by district need, on average 5-10 days), in 2021, 2022, 2023, and 2024. Students may participate remotely with instructor assistance, however, in -person instruction and remediation have proven to be most effective with the ACCA student population.