

Working Document – last updated August 2021

Campus Community School ~ ESSER III Grant

Total Funding: \$1,418,955

- Required 20% set-aside for learning loss (\$283,791)
- Must be obligated by 9/30/23

ITEM	Description/Need	Timeline	Estimated Total Cost
<p><b>STAFFING:</b> Hire additional teachers at K-3, creating a 3<sup>rd</sup> section at each grade level without adding additional students.</p>	<p>Will allow for more space in the classrooms to reduce the spread of Covid and the frequency of quarantining; create a 3<sup>rd</sup> section (approx. 14 kids each).</p> <p>Will also help prevent foundational learning gaps by allowing all K-3 students to attend in-person while still following distancing guidelines.</p>	<p>*Hire summer 2021 *Employ for 1-2 years depending on need</p>	<p>** Salaries and OECs - \$319,625</p>
<p><b>TECHNOLOGY:</b> 24 Interactive Screens – ViewSonic Boards</p>	<p>Replace existing Smartboards. Allow for a better learning experiences with upgraded technology.</p>	<p>*Start by ordering one mountable and one mobile to be sure we like them. *One-time cost</p>	<p>\$58,992 - \$112,104 depending on model</p>
<p><b>RENOVATIONS:</b> Renovate existing Library space to make one classroom and 1 extra work room</p>	<p>Will allow 3<sup>rd</sup> grade to move closer together and will create an additional work space for things like speech, OT, counseling, etc.</p>	<p>*Move library materials and computers – summer 2021 *Set up new classroom space – summer 2021 *Renovations – December 2021 *One-time cost</p>	<p>**\$117,920</p>
<p><b>ADDITIONAL RENOVATION CONSIDERATIONS:</b>  *Locker Room *ECAP Floor (and possible wall) *Kindergarten door *Replace office and nurse floors</p>	<p>More space for things like tutoring, counseling services, etc.</p> <p>Replace old carpet with vinyl flooring (easier to clean and maintain; reduce health risks from allergens and dust; environmentally friendly)</p>	<p>*One-time cost</p>	<p>**\$92,044</p>

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<p><b>AIR QUALITY:</b> Clean air ducts throughout the bldg</p>	<p>Allow for better ventilation and air quality.</p>	<p>*Summer 2021 *One-time cost</p>	<p>**\$41,325</p>
<p><b>LEARNING LOSS:</b> *IXL *Summer School Program (staff salaries and transportation)</p>	<p>*IXL – adaptive personalized digital learning program for all K-8 students to allow students to work on individualized needs in math and ELA  *Summer School – to provide additional time and instruction for students over the summer</p>	<p>*IXL - 3 year license  *Summer School - 2 years</p>	<p>**IXL - total of \$17,773 for a 3 year license  **Summer School pay/OECs - total of \$38,000 for 2 years  **Summer School transportation - total of \$48,300 for 2 years</p>
<p><b>TRANSPORTATION:</b> Additional bus routes (2 different runs per bus).  Would require us to provide Before/After Care for designated students based on early arrival / later departure from school.</p>	<p>Maintain space on busses to prevent the spread of Covid.</p>	<p>*Needs to be up and running by the start of school in September 2021  *Potential of 2 years</p>	<p>**After-Care Staff pay/OECs – total of \$94,214 for 2 years  ..... **Additional AM/PM runs - \$633,750 for 2 years</p>
<p>Other potential items to continue looking in to... **PD on Differentiation (to help with learning loss) **EL Support - full or part time (to help with learning loss) **Voice Amplifiers for every teacher (approximately \$55/person)</p>			

## Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

**Table**

Student group	Highest priority needs
Students from low-income families	*consistent in-person instruction, 5 days a week *math skills - fluency and problem-solving
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	At this time, we believe the majority of our populations are in need of math support and in-person instruction.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	N/A - There is no noticeable difference between the needs of males vs. females on our school.

Student group	Highest priority needs
English learners	*consistent in-person instruction, 5 days a week *reading fluency and comprehension *written expression
Children with disabilities	*consistent in-person instruction, 5 days a week *reading fluency and comprehension *written expression *math skills - fluency and problem-solving
Students experiencing homelessness	*consistent in-person instruction, 5 days a week
Children and youth in foster care	N/A

Student group	Highest priority needs
Migratory students	N/A
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	Students who did not consistently participate in remote instruction even though they chose remote need consistent in-person instruction, 5 days a week.

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[Greene, Heidi](#)

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## General Uses of ESSER III Funds

Campus Community Charter School (LEA) (957400) Charter District - FY 2022 - ESSER III (ARP) - Rev 0 - ESSER III (ARP)

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Notice: LEAs must complete all budget entries and details for approval before the remaining one-third of funds allocation will be released.

**Purpose 1: This section is to document the LEA's required Safe Return to In-Person Instruction and Continuity of Services Plan due by June 23,2021.**

1. Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:

**\* A. Universal and correct wearing of masks**

All students and staff will wear masks on the bus and in the building, specifically in common areas (hallways, bathrooms, entering/exiting, etc.) and when social distancing of 6 feet or more is not possible. Students will not be required to wear masks during lunch or outdoor activities.

Students will be provided mask breaks as necessary and appropriate.

Students who have an approved doctor's note stating the condition, plan for mask use, and duration of the plan will be provided with mask accommodations based on the doctor's recommendations.

Masks must be 2-ply (or more) and be worn around the nose and mouth. **Scarves, bandanas, and gator masks are prohibited.**

**\* B. Physical Distancing (e.g. use of cohorts/podding)**

All students will be assigned to a consistent cohort. Every attempt will be made to maintain proper social distancing of 3-6 feet, especially when students and staff will be working together for more than 10 minutes.

All classrooms will be set up to ensure students can sit at least 3 feet apart.

The cafeteria will be set up to maintain 3-6 feet of distance between students. "Dots" will be placed where students can sit as a way to provide a visual.

Students will be taught to "keep their distance".

Student cohort groups will be assigned different areas (playground/soccer field) during outdoor recess.

Middle School students will change classes in a staggered fashion by grade level. Locker use will be limited to the start of the school day, at lunch, and the end of the school day.

For breakfast, most students will eat in their classrooms. K-1 students will eat in the cafeteria with their cohort.

For lunch, K-2 students will eat in the cafeteria and be seated 3-6 feet apart by cohort. Students will have assigned seats and be served lunch at their seats. 3rd-8th grade students will eat lunch in the classrooms, maintaining the same social distancing as during class time. Lunch will be brought to the classrooms.

All students will be given an assigned seat on the bus, near others in their cohort when possible. Seating will allow for 3 feet of distance between students when possible. Members of the same household may be seated together. If necessary, members of the same cohort may be seated together as well.

Parent pick-up students will remain in their classrooms until their name is called. Students will exit their normally assigned doors and go directly to their car.

**\* C. Handwashing and respiratory etiquette**

All students and staff will wash their hands regularly, especially when using the bathroom and prior to lunch. Hand sanitizer should be used throughout the day as designated by the teacher.

Like usual, students will cover their nose and mouth when sneezing or coughing. Tissues will be disposed of immediately after use.

**\* D. Cleaning and maintaining healthy facilities, including improving ventilation**

Bathrooms will be disinfected multiple times per day and cleaned thoroughly each night.

Classrooms will be provided with student-safe disinfectant and cleaning cloths to be used as needed throughout the day. Classrooms will be cleaned as usual each evening.

Busses will be cleaned after the morning and afternoon runs.

All school windows will be replaced during the summer of 2021 to allow for better ventilation.

Air ducts will be cleaned during the summer of 2021 to allow for better ventilation.

**\* E. Contact tracing in combination with isolation and quarantine in collaboration with the state, local, territorial, or Tribal health departments**

Students –

o Students who have Covid-like symptoms that are NOT directly linked to a known condition such as asthma or allergies should stay home and contact their doctor and school nurse (Howard Kimmel – howard.kimmel@ccs.k12.de.us) for additional guidance.

o If a student is symptomatic at school, he or she will be sent to the nurse for further evaluation. If it is determined that the student is a potential Covid-case, that student will remain in the **isolation room** until picked up. Prompt pick-up (within one hour) is expected. At that time, all additional students/staff members who reside in the student's house, may also go home, depending on the circumstances and symptoms.

o Students sent home sick may NOT ride the bus.

o The student (and household members) can return to school upon the symptomatic student receiving a doctor's note or negative test results. The school nurse will provide specific guidelines for returning.

Staff –

- o Staff who have Covid-like symptoms that are NOT directly linked to a known condition such as asthma or allergies should stay home and contact the Head of School (Heidi Greene) for additional guidance.
- o If a staff member is symptomatic at school, he or she should call the nurse. If it is determined that the staff member should be sent home for further evaluation and testing, he/she should leave the building as soon as possible. At that time, all family members who attend CCS, may also go home, depending on the circumstances and symptoms.
- o The staff member can return to school upon receiving a doctor's note or negative test results.

**In the event that a student or staff member tests positive for Covid**, he/she will follow all DPH guidelines and remain isolated/quarantined until given notification from DPH. Prior to returning to school, a note from DPH with medical clearance will need to be provided to the school. **Following the state guidelines, Campus Community School will work with DPH to establish next steps for the school community, including communication to all staff and families.**

In the event that a family member (or close contact) of a student or staff member tests positive for Covid, that student/staff member will follow all DPH guidelines regarding quarantining. **This should be made known to the Head of School (heidi.greene@ccs.k12.de.us) as soon as possible.**

\* F. Diagnostic and screening testing

A health screening form was sent to all parents and has been posted on the website, as well. All staff and students should follow the guidelines on the self-screening tool and not report to school when ill.

All students and staff will participate in weekly antigen testing.

\* G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

All staff, students, and families are encouraged to get vaccinated for their own safety and for the safety of others. Vaccination information, including vaccination events, is shared as it becomes available.

\* H. Appropriate accommodations for children with disabilities with respect to health and safety policies.

All students in our school, including those with disabilities, are protected by our health and safety protocols. None of our students require additional or unique accommodations with respect to health and safety; however, if they did, we would make a plan to address their needs. Students receiving speech and OT services receive 1:1 services or within their existing cohort.

\* 2. How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

It is our intention for the 2021-22 school year to provide instruction 5 days/week in the building. This will ensure continuity of services. Students with extreme medical conditions or those needing to quarantine, will be provided remote instruction and additional services as needed.

**Purpose 2. This section is to document the LEA's required ARP ESSER Plan due by August 23, 2021, which at a minimum must describe:**

1. The extent to which and how ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance

1. Hire an additional teacher at Kindergarten and grades 1st-3rd in order to reduce class sizes. We will keep the same enrollment but split the students into 3 classrooms at each of these grade levels to allow for greater social distancing and less crowding of the classrooms.
2. Make some renovations to existing spaces to turn them into classrooms and/or additional educational spaces (speech, tutoring, counseling, etc.), allowing for less sharing of spaces.
3. Conduct a thorough cleaning of all air ducts to allow for better ventilation throughout the building.
4. Schedule additional bus runs to allow more students to use the bus, while also maintainin space on busses to prevent the spread of Covid. The additional runs will require the school to provide before/after care.

2. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence based interventions

1. Hire an additional teacher at Kindergarten and grades 1st-3rd in order to reduce class sizes. Instead of having 22 students per room, these classrooms will have approximately 14 students each. This is one of the ways we will be able to offer fully in-person instruction, 5-days a week. With the lower student to teacher ratio, students will receive more individualized instruction to help fill learning gaps.
2. Purchase IXL, an adaptive personalized digital learning program, for all K-8 students to allow students to work on individualized needs in math and ELA.
3. Provide summer learning opportunities (free of charge and with transportation) for students who are still in need of additional support when the school year ends and to prevent additional learning loss over the summer months.

3. How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements

Not previously mentioned, ARP ESSER funds will be used to upgrade our old smartboards with better technology. Technology plays an integral part in student learning. Also, we will continue to utilize hybrid learning opportunities for students with severe medical conditions or when a student needs to quarantine.



4. How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, 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 and youth in foster care, and migratory students

Through the use of STAR and other classroom assessments, data will be collected on students' academic progress at multiple times throughout the year. The school will use PASS as an SEL measure. Monthly Leadership meetings will be utilized to discuss and analyze this and additional data to ensure that the ARP ESSER interventions are being used as intended and are helping students make progress.

Upload data sheet that illustrates the LEA's most pressing needs by subgroup



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Documents		
Type	Document Template/Example	Document/Link
Q4A Data Sheet (Upload between 1 and 2 document(s))	 <a href="#">Q4A Data Sheet</a>	 <a href="#">Q4A Data Sheet</a>
5. Describe the promising practices the LEA has implemented to accelerate learning.		
Smaller class sizes at K-3 to provide a stronger foundation for student learning The purchase and implementation of IXL for all students Increased summer school opportunities that are free of charge and provide transportation		

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