

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been 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, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Although we were able to deliver academic instruction through the hybrid model, there was an impact on instruction and academic performance, Students across all grades received a higher amount of failing grades. In high school, we had 50% of the population fail one or more classes. The middle school had 75% of the population fail one or more classes. The elementary schools also had seen a significant impact on grades and achievement as evident on STAR scores. STAR was attempted to be administered to students K-5, however due to the impact of COVID many students did not take the STAR Assessment and those that did had little to no growth over the course of a school year. We are also ensuring we provide classes that allow students to be engaged through physical activity and STEM classes. In order to improve the academic impact on instructional time, it is vital that we maintain the listed staff in this grant.
Chronic Absenteeism	Over the course of the year between hybrid and virtual education, we saw an increase in chronic absenteeism. During the 2020-2021 school year 657 out of the 2,108 students had 6 or more unexcused absences. During the 2019-2020 school year 409 out of the 2,147 students had 6 or more unexcused absences. It is clear that this is an increase in absenteeism as a result of the pandemic that caused a lack of engagement. We are also ensuring we provide classes that allow students to be engaged through physical activity, music, and STEM classes. In order to improve attendance and engagement, it is vital that we maintain the listed staff in this grant.
Student Engagement	As mentioned earlier, Ambridge Area School District was able to deliver synchronous and asynchronous academic instruction through the hybrid model, however there was lack of engagement for many students which resulted in poorer grades and low attendance. We are also ensuring we provide classes that allow students to be engaged through physical activity, music, and STEM classes. In order to engage students, it is vital that we maintain the listed staff in this grant.
Social-emotional Well-being	There was an impact on social and emotional well-being of students and staff. As a result, there was a higher referral rate to student services to meet with the social workers, guidance counselors, Positive Steps Mental Health Provider, and other outside providers. We are also ensuring we provide classes that allow students to be engaged through physical activity, music, and STEM classes. The District will maintain guidance counselors who will be able to continue to provide the much needed social and emotional supports. In order to improve the social well-being it is vital that we maintain the listed staff in this grant.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	By maintaining mathematics, STEM, science, music, physical education, and student services staff, we will engage students, increase academic achievement, and ensure social well being of all students with disabilities. We will also provide professional development to ensure staff is prepared to meet the needs of the diverse population of students. Some strategies, but not limited to, will include co-teaching, inclusive practices, interventions, and culturally responsive teaching strategies. We are also ensuring we provide classes that allow students to be engaged through physical activity, music and STEM classes.
Students from low-income families	By maintaining mathematics, STEM, science, music, physical education, and student services staff (counselors), we will engage students, increase academic achievement, and ensure social well being of all students from low socioeconomic status. Some strategies, but not limited to, mental health experts providing coping strategies, list of resources to families, family and parent support, MTSS, and social, emotional, and behavioral interventions. We are also ensuring we provide classes that allow students to be engaged through physical activity, music, and STEM classes.
Students experiencing homelessness	By maintaining mathematics, STEM, science, music, physical education, the students services staff (counselors), we will work with the Homeless Liaison to ensure students and families have support and resources. The staff maintained through the grant will provide supports that include, but not limited to, locating temporary and

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	full-time housing, transportation, social and emotional intervention, and other immediate needs. We are also ensuring we provide classes that allow students to be engaged through physical activity, music, and STEM classes.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Providing inclusive practices in the classroom to engage at grade level and allow exposure to the general education curriculum through co-teaching and the use of effective differentiated strategies.

i. Impacts that Strategy #1 best addresses: (select all that apply)

- ☒ Academic impact of lost instructional time
- ☐ Chronic absenteeism
- ☒ Student engagement
- ☐ Social-emotional well-being
- ☐ Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

- ☒ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)

- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☒ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	We are providing classes that allow students to be engaged through physical activity, music, and STEM classes.

i. Impacts that Strategy #2 best addresses: (select all that apply)

- ☐ Academic impact of lost instructional time
- ☒ Chronic absenteeism
- ☒ Student engagement
- ☒ Social-emotional well-being
- ☐ Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- ☒ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on

underserved student groups by race or ethnicity)

- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☒ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Student services (counselors), provide one-on-one and group counseling , social skills groups, anti-bullying prevention classes, and more to meet the social emotional needs of the students.

i. Impacts that Strategy #3 best addresses: (select all that apply)

- ☐ Academic Impact of Lost Instructional Time
- ☒ Chronic absenteeism
- ☐ Student engagement
- ☒ Social-emotional well-being
- ☐ Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- ☒ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☐ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The district has formed a committee consisting of all stakeholders, including: teachers, administrators, counselor, social worker, nurse, community members, Board Members, families, custodians, cafeteria workers, and other support staff. The committee will meet to discuss the priorities of the district and strategies to address the needs of the students. The district will collect all feedback and use the feedback to develop a plan of action.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The district will take input from all stakeholders involved in the school community. The district has developed the School Health and Safety Plan with the committee from elicited feedback. It will use the same process to elicit input from the committee to develop an action plan for this grant to improve the academic performance of students as well as their social and emotional well being.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The district will develop the plan with input from all stakeholders. The district will make the plan available on the school district website to all stakeholders. A summary of the plan will be posted in English, Spanish, and Arabic. All stakeholders can request a copy of the plan in its entirety.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking 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 impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (**Learning Loss**)

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 programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The Ambridge Area School District will use its 20% set-aside for a number of different projects. First of all, the Ambridge Area School District will use a significant amount of the funds to purchase a reading and math series in grades K-6 and grades K-5 respectively. Also, during the 2021-2022 school year, the District will employ tutorial periods at Ambridge Area Middle School to help struggling students. The District will offer a summer school program for qualifying students in grades 1-5 to help close learning gaps that may have been caused by COVID-19 shut-downs. Lastly, the District will have an after school tutorial program in tested grade levels in grades 3-11.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

Continuity of Services/Access to Instruction-The District maintained 17 full-time equivalent positions that will help to ensure that students have access to grade level instruction and continuity of services. Some examples include: Health and Physical Education/Music staff will be maintained in order to engage students in physical/vocal/performing activities to ensure mental and physical well being. STEAM/Science staff will be maintained in the disciplines of STEAM and Science to engage the students in hands on learning, inquiry based practices, and implementation of 21st Century skills that were limited during the COVID-19 pandemic. These classes will allow for more manageable class sizes that will allow for individualized/differentiated instruction to reduce and or eliminate learning gaps. Mathematics staff will be maintained to engage the students in remedial mathematics practices that will rebuild the necessary foundation of skills for students. The courses will focus on overall and individual achievement gaps created by the COVID-19 pandemic. The math lessons will be delivered in a wide range of learning modalities to ensure we meet the students where they are. These classes will allow for more manageable class sizes that will allow for individualized/differentiated instruction to reduce and or eliminate learning gaps. Cyber staff was maintained to ensure that virtual options are made available for our students who may still feel more comfortable gaining their instruction online versus in-person while they transition back to in-person learning.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

The Ambridge Area School District will use school-based after school programs that will be extended into Ambridge Area High School, which is an ATSI school. This will begin in the 2021-2022 school year and did not exist previously. This practice will help improve Ambridge Area High School's mathematics Keystone related scores for all subgroups, including special education students. After school programs can provide academic enrichment opportunities during non-school hours. Programs help students "meet state and local student standards in core academic subjects, such as reading and math; [offer] a broad array of enrichment activities that can complement their regular academic programs; and [offer] literacy and other educational services to the families of participating children" (U.S. Department of Education). "High quality afterschool programs generate positive outcomes for youth including improved academic performance, classroom behavior, and health and nutrition. Communities and businesses also benefit when youth have safe and productive ways to spend their time while their parents are at work" (Youth.gov).

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	4,649,141	20%	929,828

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Teachers will evaluate their curricular progress made during the 2020-2021 school year. By reviewing their lesson plans in comparison to the state standards for the courses taught, teachers will create lists of standards/eligible content that they were unable to address completely or did not address at all during the 2020-2021 school year. Teachers will share this information with teachers at the next grade/course level. As the receiving teachers plan instruction for the 2021-2022 school year, they will determine the best place in the curriculum to address those standards to ensure maximum student achievement. At the elementary level, students will complete the Aimsweb diagnostic exam quarterly. Data collected from this assessment, along with classroom performance data and teacher observation will be used to place students in MTSS groupings based upon their demonstrated opportunities for growth. Each day, students will participate in a minimum of 30 minutes of intervention addressing learning gaps resulting from the disruption in educational services. Teachers will participate in monthly data team meetings to discuss student performance and realign groups as necessary to ensure that students receive the appropriate level of rigor as they continue growing and closing learning gaps. In addition, classroom teachers will plan differentiated lessons to ensure that students receive instruction geared towards maximizing individual student growth. At the secondary level, students will participate in state assessments (when available) or common assessments aligned to state standards. After analyzing the data, teachers will identify learning gaps and create action plans for differentiated learning in the classroom to address the learning gaps.
Opportunity to learn measures (see help text)	

	Data Collection and Analysis Plan (including plan to disaggregate data)
Jobs created and retained (by number of FTEs and position type) (see help text)	The Ambridge Area School District was able to save 17 full-time equivalent positions during the 2021-2022 school year, as well as 17 full-time equivalent positions for the 2022-2023 school year. Also, the Ambridge Area School District was able to save 11 full-time positions during the 2023-2024 school year.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- 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 mitigating COVID-19 in schools;
- Overall plans and policies related to LEA 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;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- 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;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- 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);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



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



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will 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; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$4,649,141.00

Allocation

\$4,649,141.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$56,094.00	1 A. The Ambridge Area School District will spend \$56,094.00 for the 2021-2022 school year. This budget item is the salary for a Music Teacher who has responsibility for Music Instruction for students at Economy Elementary.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$67,543.00	2 A. The Ambridge Area School District will spend \$67,543.00 for the 2021-2022 school year. This budget item is the salary for a STEAM Teacher who has responsibility for STEAM Instruction for students at Ambridge Area Middle School and Economy Elementary School.
			3 A. The Ambridge Area School District will spend \$64,098.00 for

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$64,098.00	the 2021-2022 school year. This budget item is the salary for a Health and Physical Education Teacher who has responsibility for Health and Physical Education Instruction for students at State Street Elementary School and Economy Elementary School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,204.00	4 A. The Ambridge Area School District will spend \$76,204.00 for the 2021-2022 school year. This budget item is the salary for a Health and Physical Education Teacher who has responsibility for Health and Physical Education Instruction for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$73,738.00	5 A. The Ambridge Area School District will spend \$73,738.00 for the 2021-2022 school year. This budget item is the salary for a Guidance Counselor who has responsibility for providing guidance services for students at Ambridge Area Middle School.
			6 A. The Ambridge Area School District will spend \$63,197.00 for the 2021-2022 school

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$63,197.00	year. This budget item is the salary for 6th Grade All Subject Areas Teacher who has responsibility for providing core content area instruction for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,285.00	7 A. The Ambridge Area School District will spend \$77,285.00 for the 2021-2022 school year. This budget item is the salary for a Mathematics Teacher who has responsibility for providing Mathematics Instruction for students at Ambridge Area Middle School and Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$62,125.00	8 A. The Ambridge Area School District will spend \$62,125.00 for the 2021-2022 school year. This budget item is the salary for a guidance counselor at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,204.00	9 A. The Ambridge Area School District will spend \$76,204.00 for the 2021-2022 school year. This budget item is the salary for a Biology Teacher at Ambridge Area High School.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,204.00	10 A. The Ambridge Area School District will spend \$76,204.00 for the 2021-2022 school year. This budget item is the salary for a Health and Physical Education Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,203.00	11 A. The Ambridge Area School District will spend \$61,203.00 for the 2021-2022 school year. This budget item is the salary for a Technology Education Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$64,266.00	12 A. The Ambridge Area School District will spend \$64,266.00 for the 2021-2022 school year. This budget item is the salary for a Guidance Counselor at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,250.00	13 A. The Ambridge Area School District will spend \$78,250.00 for the 2021-2022 school year. This budget item is the salary for an Italian/Cyber Teacher at Ambridge Area High School.
			14 A. The Ambridge Area School District will spend \$76,204.00 for

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,204.00	the 2021-2022 school year. This budget item is the salary for an Earth and Space Science Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,284.00	15 A. The Ambridge Area School District will spend \$77,284.00 for the 2021-2022 school year. This budget item is the salary for a Mathematics Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,736.00	16 A. The Ambridge Area School District will spend \$78,736.00 for the 2021-2022 school year. This budget item is the salary for a Physics Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,204.00	17 A. The Ambridge Area School District will spend \$76,204.00 for the 2021-2022 school year. This budget item is the salary for a Health and Physical Education Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$22,438.00	1 B. Partial benefits for a music teacher at Economy Elementary School for the 2021-2022 School Year.

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1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$27,016.00	2 B. Partial benefits for a STEAM Teacher at Ambridge Area Middle School and Economy Elementary School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,639.00	3 B. Partial Benefits for a Health and Physical Education Teacher at State Street Elementary and Economy Elementary School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,482.00	4 B. Partial Benefits for a Health and Physical Education Teacher at Ambridge Area Middle School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$29,494.00	5 B. Partial Benefits for a Guidance Counselor at Ambridge Area Middle School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,279.00	6 B. Partial Benefits for a 6th Grade All Core Content Areas Teacher at Ambridge Area Middle School for the 2021-2022 School Year.
			7 B. Partial Benefits for

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,914.00	a Mathematics Teacher at Ambridge Area Middle School and Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$22,437.00	8 B. Partial Benefits for a Guidance Counselor at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,482.00	9 B. Partial Benefits for a Biology Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,482.00	10 B. Partial Benefits for a Health and Physical Education Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$24,484.00	11 B. Partial Benefits for Technology Education Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$22,987.00	12 B. Partial Benefits for a Guidance Counselor at Ambridge Area High School for the 2021-2022 School Year.
			13 B. Partial Benefits

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$31,300.00	for an Italian Teacher/Cyber Coordinator at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,482.00	14 B. Partial Benefits for an Earth and Space Science Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,913.00	15 B. Partial Benefits for a Mathematics Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$31,494.00	16 B. Partial Benefits for a Physics Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,485.00	17 B. Partial Benefits for a Health and Physical Education Teacher at Ambridge Area High School for the 2021-2022 School Year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$58,568.00	1 C. The Ambridge Area School District will spend \$58,568.00 for the 2022-2023 school year. This budget item is the salary for a Music Teacher who has responsibility for

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Function	Object	Amount	Description
			Music Instruction for students at Economy Elementary.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$72,016.00	2 C. The Ambridge Area School District will spend \$72,016.00 for the 2022-2023 school year. This budget item is the salary for a STEAM Teacher who has responsibility for STEAM Instruction for students at Ambridge Area Middle School and Economy Elementary School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$66,653.00	3 C. The Ambridge Area School District will spend \$66,653.00 for the 2022-2023 school year. This budget item is the salary for a Health and Physical Education Teacher who has responsibility for Health and Physical Education Instruction for students at State Street Elementary School and Economy Elementary School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,305.00	4 C. The Ambridge Area School District will spend \$77,305.00 for the 2022-2023 school year. This budget item is the salary for a Health and Physical Education Teacher who has responsibility for Health and Physical Education Instruction

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Function	Object	Amount	Description
			for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,738.00	5 C. The Ambridge Area School District will spend \$76,738.00 for the 2022-2023 school year. This budget item is the salary for a Guidance Counselor who has responsibility for providing guidance services for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$65,748.00	6 C. The Ambridge Area School District will spend \$65,748.00 for the 2022-2023 school year. This budget item is the salary for 6th Grade All Subject Areas Teacher who has responsibility for providing core content area instruction for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,385.00	7 C. The Ambridge Area School District will spend \$78,385.00 for the 2022-2023 school year. This budget item is the salary for a Mathematics Teacher who has responsibility for providing Mathematics Instruction for students at Ambridge Area Middle School and Ambridge Area High

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Function	Object	Amount	Description
			School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$65,125.00	8 C. The Ambridge Area School District will spend \$65,125.00 for the 2022-2023 school year. This budget item is the salary for a guidance counselor at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,305.00	9 C. The Ambridge Area School District will spend \$77,305.00 for the 2022-2023 school year. This budget item is the salary for a Biology Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,305.00	10 C. The Ambridge Area School District will spend \$77,305.00 for the 2022-2023 school year. This budget item is the salary for a Health and Physical Education Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$63,748.00	11 C. The Ambridge Area School District will spend \$63,748.00 for the 2022-2023 school year. This budget item is the salary for a Technology Education Teacher at Ambridge Area High School.
			12 C. The Ambridge

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$67,266.00	Area School District will spend \$67,266.00 for the 2022-2023 school year. This budget item is the salary for a Guidance Counselor at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$79,350.00	13 C. The Ambridge Area School District will spend \$79,350.00 for the 2022-2023 school year. This budget item is the salary for an Italian/Cyber Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,305.00	14 C. The Ambridge Area School District will spend \$77,305.00 for the 2022-2023 school year. This budget item is the salary for an Earth and Space Science Teacher at Ambridge Area High School
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,385.00	15 C. The Ambridge Area School District will spend \$78,385.00 for the 2022-2023 school year. This budget item is the salary for a Mathematics Teacher at Ambridge Area High School.
			16 C. The Ambridge Area School District will

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$79,835.00	spend \$79,835.00 for the 2022-2023 school year. This budget item is the salary for a Physics Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,305.00	17 C. The Ambridge Area School District will spend \$77,305.00 for the 2022-2023 school year. This budget item is the salary for a Health and Physical Education Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,043.00	1 D. The Ambridge Area School District will spend \$61,043.00 for the 2023-2024 school year. This budget item is the salary for a Music Teacher who has responsibility for Music Instruction for students at Economy Elementary.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$79,485.00	2 D. The Ambridge Area School District will spend \$79,485.00 for the 2023-2024 school year. This budget item is the salary for a STEM Teacher who has responsibility for STEM Instruction for students at Ambridge Area Middle School and Economy Elementary School.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$69,198.00	3 D. The Ambridge Area School District will spend \$69,198.00 for the 2023-2024 school year. This budget item is the salary for a Health and Physical Education Teacher who has responsibility for Health and Physical Education Instruction for students at State Street Elementary School and Economy Elementary School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,405.00	4 D. The Ambridge Area School District will spend \$78,405.00 for the 2023-2024 school year. This budget item is the salary for a Health and Physical Education Teacher who has responsibility for Health and Physical Education Instruction for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$79,738.00	5 D. The Ambridge Area School District will spend \$79,738.00 for the 2023-2024 school year. This budget item is the salary for a Guidance Counselor who has responsibility for providing guidance services for students at Ambridge Area Middle School.
			6 D. The Ambridge

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$67,193.00	Area School District will spend \$67,193.00 for the 2023-2024 school year. This budget item is the salary for 6th Grade All Subject Areas Teacher who has responsibility for providing core content area instruction for students at Ambridge Area Middle School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$79,485.00	7 D. The Ambridge Area School District will spend \$79,485.00 for the 2023-2024 school year. This budget item is the salary for a Mathematics Teacher who has responsibility for providing Mathematics Instruction for students at Ambridge Area Middle School and Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$68,125.00	8 D. The Ambridge Area School District will spend \$68,125.00 for the 2023-2024 school year. This budget item is the salary for a guidance counselor at Ambridge Area High School.
			9 D. The Ambridge Area School District will

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,405.00	spend \$78,405.00 for the 2023-2024 school year. This budget item is the salary for a Biology Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,405.00	10 D. The Ambridge Area School District will spend \$78,405.00 for the 2023-2024 school year. This budget item is the salary for a Health and Physical Education Teacher at Ambridge Area High School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$59,000.00	11 D. The Ambridge Area School District will spend \$59,000.00 for the 2023-2024 school year. This budget item is the partial salary for a Technology Education Teacher at Ambridge Area High School.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$62,711.00	Learning Loss: One Ninth of Teacher Salaries for 9 Teachers in the Middle School's Tutorial Period in the 2021-2022 school year.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$64,949.00	Learning Loss: One Ninth of Teacher Salaries for 9 Teachers in the Middle School's Tutorial Period in the 2022-2023 school year.

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$67,094.00	Learning Loss: One Ninth of Teacher Salaries for 9 Teachers in the Middle School's Tutorial Period in the 2023-2024 school year.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$25,084.00	Learning Loss: 2021-2022 Partial benefits for tutorial period teachers.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$25,980.00	Learning Loss: 2022-2023 Partial benefits for tutorial period teachers.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$26,838.00	Learning Loss: 2023-2024 Partial benefits for tutorial period teachers.
1000 - Instruction	700 - Property	\$90,000.00	Learning Loss: The Ambridge Area School District will spend \$90,000.00 for the 2021-2022 school year for a 1 year extension on its Reading and Mathematics series grades K through 6 Reading and grades K through 5 Mathematics for the 2021-2022 school year. The District is purchasing these series in order to ensure that they have their research based supplemental/core materials to teach the students in ELA and

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Function	Object	Amount	Description
			Mathematics during after-school tutoring, summer school, focus intervention periods, tutorial periods, and all other settings that will reduce learning gaps.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$30,000.00	Learning Loss: The Ambridge Area School District will spend \$30,000.00 for tutoring salaries during the 2021-2022 School Year for Elementary Level Tutoring.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$12,000.00	Learning Loss: The Ambridge Area School District will spend \$12,000.00 in benefits during the 2021-2022 School Year for Elementary Level Tutoring.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$30,000.00	Learning Loss: The Ambridge Area School District will spend \$30,000.00 for tutoring salaries during the 2021-2022 School Year for Secondary Level Tutoring.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$12,000.00	Learning Loss: The Ambridge Area School District will spend \$12,000.00 in benefits during the 2021-2022 School Year for Secondary Level Tutoring.

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$11,000.00	Learning Loss: The Ambridge Area School District will spend \$11,000.00 for summer school teacher salaries for grades 1-5 to help close achievement gaps during the 2021-2022 school year.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,200.00	Learning Loss: The Ambridge Area School District will spend \$4,200.00 for summer school teacher benefits for grades 1-5 to help close achievement gaps during the 2021-2022 school year.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$7,000.00	Learning Loss: \$7000.00 for teacher salaries to create common assessment in 2021-2022. These Common Assessments are new for the 2021-2022 Academic Year and will be used to identify learning loss and to group students according to their weaknesses and to measure the growth after the implementation of the intervention.
			Learning Loss: \$2,800.00 for teacher benefits to create common assessments 2021-2022. These Common Assessments

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,800.00	are new for the 2021-2022 Academic Year and will be used to identify learning loss and to group students according to their weaknesses and to measure the growth after the implementation of the intervention.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$1,600.00	Learning Loss: \$1,600 for teacher salaries for an after school coding program in 2021-2022.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$640.00	Learning Loss: \$640 for teacher benefits for an after school coding program in 2021-2022.
1400 - Other Instructional Programs – Elementary / Secondary	700 - Property	\$5,000.00	Learning Loss: Social Skills Curriculum 2021-2022 School Year. Due to the COVID-19 Pandemic, students are struggling to interact utilizing appropriate social skills and this is causing them to see an increase in behavior incidents that in turn are having a negative impact on their academic performance and are increasing learning gaps. This new social skills curriculum, will help to eliminate these social skills barriers and close the learning gaps.

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	700 - Property	\$10,000.00	Learning Loss: 1 through 5 Reading Interventions 2021-2022 School Year.
1400 - Other Instructional Programs – Elementary / Secondary	700 - Property	\$5,949.00	Learning Loss: Incentives for positive behavior support 2021-2022.
1400 - Other Instructional Programs – Elementary / Secondary	700 - Property	\$435,825.00	Learning Loss: The Ambridge Area School District will purchase a multi-year curriculum reading and mathematics series in Grade K-6 and Grade K-5 for the 2022-2023 school year. The District is purchasing these enhanced series in order to ensure that they have their research based supplemental/core materials to teach the students in ELA and Mathematics during after-school tutoring, summer school, focus intervention periods, tutorial periods, and all other settings that will reduce learning gaps.
		\$4,649,141.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$4,649,141.00

Allocation

\$4,649,141.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90,000.00	\$90,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$3,264,100.00	\$454,371.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,718,471.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$274,354.00	\$109,542.00	\$0.00	\$0.00	\$0.00	\$0.00	\$456,774.00	\$840,670.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$3,538,454.00	\$563,913.00	\$0.00	\$0.00	\$0.00	\$0.00	\$546,774.00	\$4,649,141.00

Project #: 223-21-0009
Agency: Ambridge Area SD
AUN: 127040703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$4,649,141.00