

LEA ARP ESSER Use of Funds Plan – RUBRIC

LEA #: 242 (not listed in LEA # and name of plan)	LEA Name: Cottonwood (not listed in LEA # and name of plan)	Date Reviewed: 12.7.21		Reviewer's initials: klg	
Section	Required information for the development of the ARP ESSER Plan	Met	Didn't meet	Evidence from Plan	Evidence Still Needed
1.1 Meaningful stakeholder consultation	Process for meaningful stakeholder consultation is described.	x		Meetings with stakeholders, supt, school board. Timeline.	
	All stakeholder groups consulted during development of the plan are identified.	x		Meetings open to all community members.	Plan could be stronger if additional specific groups are mentioned. Ex: teachers, parents, etc.
	How and when the public was given an opportunity to provide input in the development of the plan is described.	x		Mtgs posted on website, district emails sent out	
1.2 Addressing funds for CDC prevention and mitigation strategies	Section includes description of how funds will be used to implement prevention and mitigation strategies consistent with the most recent CDC guidelines for in-person learning.	x		Sanitation and cleaning supplies, upgrade air system as needed, masks/gloves, other	
1.3 Use of 20% funds to address lost instructional time	Section describes how ARP ESSER funds will be used to address students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years.	x		Summer school, RTI, tutoring, credit recovery, paraprofessionals to support student learning, address (additional) needs for current school year	Plan description does not distinguish between students who missed in-person and remote instruction, or between groups of students.

including support for student groups most likely impacted	Section describes how ARP ESSER funds will be used to address students who did not consistently participate in remote instruction when offered during closures.	x		Summer school, RTI, tutoring, credit recovery, paraprofessionals to support student learning, address (additional) needs for current school year	Plan description does not distinguish between students who missed in-person and remote instruction, or between groups of students.
	Section describes how ARP ESSER funds will be used to address students most at-risk of dropping out of school.	x		Summer school, RTI, tutoring, credit recovery, paraprofessionals to support student learning, address (additional) needs for current school year	Plan description does not distinguish between students who missed in-person and remote instruction, or between groups of students.
	Section describes how ARP ESSER funds will be used to address the LEA's subgroups of students disproportionately impacted by COVID -19 including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.		x	We provided summer school in summer 2021 and plan to provide summer school services again in summer 2022 for the students who struggle academically. A percentage of these students are from low-income families and students who are on an IEP. We have a head teachers who runs the program and is assisted by numerous paraprofessionals as well	Please describe how ARP ESSER funds will be used to address the LEA's subgroups of students disproportionately impacted by COVID -19, as applicable. Example: children with disabilities
1.4 Use of 80% funds for school and district	Section describes how the LEA will spend its remaining ARP ESSER funds, identifying how funds will be allocated to schools and for districtwide activities.	x		1. Additional playground equipment to allow for social distancing. 2. Possible portable to assist with social distancing and class sizes. 3. An assessment platform for interim smarter	

activities for equitable support				balanced assessments aligned with our math and English curriculum. 4. Cottonwood School District attire for all students and staff to make all students feel inclusive in the district.	
1.5 Interventions for lost instructional time addresses academic, social, emotional, and mental health needs for all students including the underserved populations	Section identifies interventions it is implementing to address academic, social, emotional, and mental health needs using ARP ESSER funds.		x	We implemented PBIS a few years ago. This year, we revamped the program to recognize students often to assist with their academic, social, and emotional well-being. We host monthly R3 (respectful, responsible, and ready) assemblies in our gymnasium. I also recognize students every day at lunch with cards that teachers fill out when they see students displaying a behavior that is seen in one of the 3 R's. We provide candy to kids for their recognition, the students also have the opportunity to be chosen for "lunch with the principal" This program has helped many students increase their academics, along with their social, emotional and mental health needs. Negative behaviors have decreased substantially.	Please describe interventions to address social, emotional, and mental health needs using ARP ESSER funds.
	Section addresses students, as applicable, that are disproportionately impacted by		x	Low-income students and students who are on IEP's are provided extra assistance	Please describe, as applicable, interventions for those who are disproportionately impacted by COVID

	COVID -19 including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.			weekly if not daily by several paraprofessionals we have in the building. Some of these students struggled prior to Covid-19 and continued when the pandemic continued. We can use ESSER funds to pay for needed assistance for these students. Academic progress is increasing with these students, but we still focus on this population to continue to fill their learning gaps.	-19. Example: children with disabilities
1.6 Monitoring student progress and intervention effectiveness	Section describes how the LEA will consistently monitor student progress and effectiveness of strategies and interventions for student well-being.	x		RTI team, STAR, IRI, ISAT, interim assessments	
2.1 – 2.4	All Assurances are marked “Yes”	x			
2.5	Plan is located on LEA website as stated.	x			
Signatures	Supt/Admin & Board Chair both included	xx			

Plan Address all Requirements:

Plan addresses most requirements and will need to be amended to include all requirements by: 12/28/21

Significantly more detail is needed. Please revise the plan and resubmit by: _____