**LEA ARP ESSER Use of Funds Plan – RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEA #: 234** | **LEA Name: Bliss** | **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 |  | Most discussion during monthly board mtgs beginning March 2020-present |  |
| All stakeholder groups consulted during development of the plan are identified. | x |  | Board, community members, teachers, parents |  |
| **How** and **when** the public was given an opportunity to provide input in the development of the plan is described. | x |  | Community members invited to share comments and concerns and board mtgs or online survey |  |
| **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 |  | Floor scrubbers for sanitation,  masks, hand sanitizer, playground equipment for social distancing, etc. |  |
| **1.3**  **Use of 20% funds to address lost instructional time including support for student groups most likely impacted** | 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 |  | Nearly all students fit into one or more category in noted in section 1.3. All instruction in person during 2020-21 school year. Highest loss of learning in reading at the elementary level. Employing K-5 reading specialist. | Reviewer note: Plan does not specifically address four sections of 1.3 separately. |
| 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 |  | Nearly all students fit into one or more category in noted in section 1.3. All instruction in person during 2020-21 school year. Highest loss of learning in reading at the elementary level. Employing K-5 reading specialist. | Plan would be stronger if noting loss of learning for those who did not consistently participate in remote instruction when offered during closures (2019-2020 SY), if data is available. |
| Section describes how ARP ESSER funds will be used to address students most at-risk of dropping out of school. |  | x | Nearly all students fit into one or more category in noted in section 1.3. | Reviewer note: Plan does not specifically address four sections of 1.3 separately.  Please describe how ARP ESSER funds will be used to address students most at-risk of dropping out of school. |
| Section describes how ARP ESSER funds will be used to address the LEA’s subgroups of students disproportionally 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 |  | Nearly all students fit into one or more category in noted in section 1.3. All instruction in person during 2020-21 school year. Highest loss of learning in reading at the elementary level. Employing K-5 reading specialist. Currently above 80% of students are receiving free/reduced lunches. | Reviewer note: Plan does not specifically address four sections of 1.3 separately.  Plan would be stronger if specific subgroups were mentioned in additional to low-income families. Example: children with disabilities |
| **1.4**  **Use of 80% funds for school and district activities for equitable support** | 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 |  | K-12 district/school. All ARP funds will be for all students including special populations. Remaining money for HVAC district wide. | Reviewer note: Plan does not specifically address four sections of 1.3 separately. |
| **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 | K-12 school less than 100 students. All students will receive equal interventions and improvements pertaining to COVID-19 guidelines. In a school where class sizes are less than 10, we include all students in our learning loss plan. | Please describe specific additional academic interventions (beyond K-5) and also interventions which specifically address social, emotional, and mental health needs. |
| Section addresses students, as applicable, that are disproportionally 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 |  | K-12 school less than 100 students. All students will receive equal interventions and improvements pertaining to COVID-19 guidelines. In a school where class sizes are less than 10, we include all students in our learning loss plan.  From 1.4 section-  Currently above 80% of students are receiving free/reduced lunches. | Plan would be stronger if specific subgroups were mentioned in additional to low-income families. 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 |  | Students monitored using state and local measures. Administration and staff meet monthly to discuss progress. |  |
| **2.1 – 2.4** | All Assurances are marked “Yes” | x |  |  |  |
| **2.5** | Plan is located on LEA website as stated. | x |  | Very easy to find. |  |
| **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: