



## LEA ARP ESSER Plan – Use of Funds Template

**Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.**

**Instructions:** Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) by October 1, 2021.

**LEA # and Name:** Joint Culdesac No. 342

**Website link to the LEA's ARP ESSER Plan – Use of Funds:**  
[www.culsch.org](http://www.culsch.org)

### Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*  
The school leadership team helped set the plan in August, 2020 to present for Board approval for the 2020-2021 School year. The current plan checklist was submitted by August 2, 2021 and will be used until the Leadership team meets again and reviews the plan for Board approval and submission by November, 24, 2021
2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*  
Funds have and will be used to purchase masks, face shields, disinfectant, room air purifiers, substitute teachers, hand sanitizer, desk shields, etc. for safe return of students and staff.
3. *Describe how the LEA will use no less than, 20% of allotted ARP funds 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. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
  - a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
  - b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
  - c. *Students most at-risk of dropping out of school.*
  - d. *Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities,*

<sup>1</sup> The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

*students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

Culdesac will be using a recovery program called Launchpad as well as offering afterschool services for students for learning loss.

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

*Culdesac uses its funds to purchase additional Para time, to purchase Chromebooks for 1 to 1 devices for students and professional development for staff to conduct on-line and hybrid learning for students as we work through COVID for another year. Our goal is to provide in-person learning as much as possible yet meet all state and federal guidelines.*

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

The school monitors student progress on a weekly basis and provides that information to the students and the parents/guardians. Students that are falling behind are identified and provided the opportunity to receive help from staff on Fridays. (Culdesac school is on a four-day week.

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*


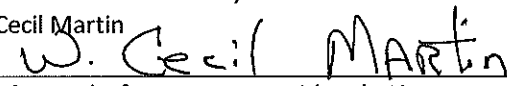
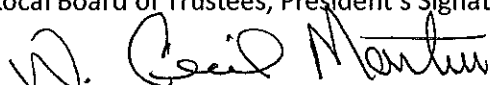
The students progress is reported weekly and reviewed by the teacher, school administrator, parent/guardian, and student. Culdesac will, in conjunction with the parents/guardians, implement interventions for the students to gain success.

## Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators,	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.		
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

### Signatures

Superintendent/Charter Administrator Printed Name: Alan G. Felgenhauer	
Superintendent/Charter Administrator Signature: 	Date: September 27, 2021
Local Board of Trustees, President's Printed Name: W. Cecil Martin 	
Local Board of Trustees, President's Signature: 	Date: September 27, 2021

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.**