

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER) LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**



CEDARVILLE SCHOOL DISTRICT INFORMATION

Cedarville School District
9500 Pirates Point
Cedarville, AR 72932
<https://www.cedarvilleschools.org/>

LEA# 1702000
Superintendent: Dr. Schneider
kschneider@cedarvilleschools.org
Date Posted: 08-12-21

URL access to Plan: [Cedarville Website COVID-19/RFL page](https://cedarvilleschooldistrict44ar.sites.thrillshare.com/page/covid-19-faq)
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PROPOSED BUDGET FOR SCHOOL YEARS 2021/2022-2023/2024

Revised 3/31/22 to include Total Allocation per Com-22-138

**REVISED 9/10/2021 to include Program Code 166*

1. Creating Safe and Healthy Learning Environments:

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	<p>Providing healthy learning environments.</p> <ul style="list-style-type: none">Sanitation supplies, PPE, Foggers, etc. (188) <p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <ul style="list-style-type: none">Student Support Services/Remote Learner Coord-186Wellness Center COVID Coordinator-187District Point of Contact Assistant -190 <p>Meeting the nutritional needs of underserved students.</p> <p>Supporting student mental health needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p>	\$100,000
196, 197	Facilities	<p>School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and</p>	\$150,000

198	Transportation	Transportation costs to reduce the spread of COVID-19	\$600,000
166	Loss of Revenue	Costs needed to offset the loss of revenue to strengthen operations / sustainability funds	\$108,448

2. Addressing Lost Instructional Time or Loss of Learning:

Describe how the LEA will 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**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation: ***\$2,173,080.04** Minimum 20% set-aside: ***\$434,610.01**

***Revised 3/31/22 to reflect Total ARP ESSER Allocation per Comm Memo COM-22-138**

Program Code	Evidence-based interventions	Description	
170, 180, 184	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	\$300,000

170, 180, 182, 184	Accelerating learning through instructional approaches.	Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	*\$103,514.71
170, 180, 184	Accelerating learning through instructional approaches.	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3).-High Quality Instructional Materials	\$40,852.96

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction 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, and migratory students.

Description:

Cedarville School District will utilize ARP ESSER funds to implement Extended Year Programs, including Before-School Tutoring, Summer School and Summer Camps, to address the academic impact of lost instruction time to all students, including those students disproportionately impacted by the pandemic. The district will provide transportation to tutoring and summer programs. Technology, including educational software, educational assessment programs and remediation programs will be purchased with these funds. Additional curriculum resources will be used in daily instruction and will be monitored by administrators. Training and support in technology integration will be provided to all staff. CSD will provide training and support in effective high yield strategies to increase student achievement.

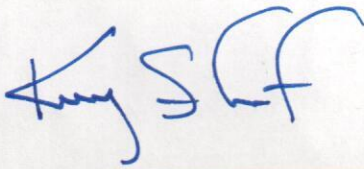
2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation:

Each school in the Cedarville School District has implemented data teams to analyze school assessment data. Leadership teams from each school will review and respond to student data provided by the data teams and identify areas of need. The leadership teams will coordinate with the district teams to respond to professional development needs and resources needed in response to closing data gaps. The district leadership teams will meet monthly to monitor student growth. Interim assessments will be used along with teacher monitoring and assessments, attendance reports, behavior reports, perceptual/survey data and classroom walkthrough data.

3. Supporting Educator and Staff Stability and Well-Being:

<i>Program Code</i>	<i>Practice</i>	<i>Description</i>	<i>Projected Amount</i>
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	\$50,000
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$420,234.37
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	\$300,000

SUPERINTENDENT NAME AND SIGNATURE	DATE
Dr. Kerry Schneider 	<u>3</u> / <u>31</u> / <u>2022</u>