

	students, Hispanic students, and Native American students.				American students. 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		District will continue to assess students monthly to identify students who are showing significant learning loss caused by remote learning. Each school will determine the best intervention. If common areas of weaknesses at all schools, the district will come up with a plan to address it. Funds distributed to schools using PPA.	
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		District progress monitor all students monthly to determine what interventions are working and which ones aren't and adjusting accordingly. National expert to provide ongoing training to staff on trauma informed instruction.	Plan could be stronger by giving examples of interventions/progress monitoring.
	Section addresses students, as applicable, that are 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		Please describe interventions for students, as applicable, that are 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. Example: children with disabilities