

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



Contact Information		Budget Table	
District	LA ACADEMIA DOLORES HUERTA	ARP ESSER Award 2/3 rd Allocation	199143.49
District Code	560	ARP ESSER Award 2/3 rd Debit	199143.49
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	slucero@ladh.org	ARP ESSER Award 1/3 rd Allocation	99571.75
Phone Contact	(575)526-2984	ARP ESSER Award 1/3 rd Debit	99571.75
Application Status	In Process	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Over 90% of our student population is on free lunch placing them in one of the lowest SE brackets and often come from single family homes. 50% of our student population is considered ELL and over 20% of our students fall into a SPED classification under IDEA. 98% of our student population identifies as Hispanic and tend to struggle with meeting the	39,828.70		19,914.35

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



	<p>daily needs of proper academic support and resources at home relying on the school and education system as a whole to help meet their needs. All funds will be used to implement and support a variety of resources, programs and practices that support the needs of ALL students in every subgroup. Any and all items provided to students via these funds will be vetted for flexibility of implementation with ALL students, evidence-based support of all items, resources, etc., and the ability to help fill the gap of learning-loss incurred due to the COVID-19 impact on the overall education of our students and its effect on their families.</p>			
Activities to address the Social Emotional Needs of all students	Yes	9,957.00	Yes	4,978.00
Activities to address the Academic Needs of all students	Yes	9,957.00	Yes	4,979.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA

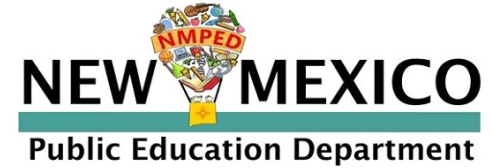


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	9,957.70	Yes	4,978.00
English learners	Yes	9,957.00	Yes	4,979.35
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		39,828.70		19,914.35

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



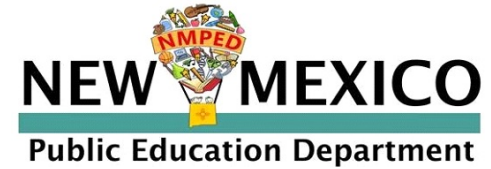
Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	\$53,104.93-1/3 of Remaining Balance will be placed in the 2nd reserve fund in order to help ensure that money is available should adjustments or unexpected expenses arise with funding of items identified in this section.		\$26,552.22 -1/3 of Remaining Balance will be placed in the 2nd reserve fund in order to help ensure that money is available should adjustments or unexpected expenses arise with funding of items identified in this section.	
Activities to address the Social Emotional Needs of all students	Yes	9,620.99	Yes	5,310.45
Activities to address the Academic Needs of all students	Yes	10,620.99	Yes	5,310.45
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	Yes	5,620.98	Yes	2,394.62

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	5,620.99	Yes	2,710.44
English learners	Yes	5,631.74	Yes	2,310.44
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		37,115.69		18,036.40

Activities to Address Needs

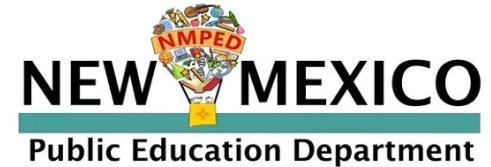
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)	Over 90% of our student population is on free lunch placing them in one of the lowest	13,242.05	Over 90% of our student population is on free lunch placing them in one of the lowest SE	5,310.50

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



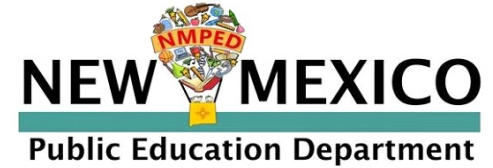
SE brackets and often come from single family homes. 50% of our student population is considered ELL and over 20% of our students fall into a SPED classification under IDEA. 98% of our student population identifies as Hispanic and tend to struggle with meeting the daily needs of proper academic support and resources at home relying on the school and education system as a whole to help meet their needs. All funds will be used to implement and support a variety of resources, programs and practices that support the needs of ALL students in every subgroup. Any and all items provided to students via these funds will be vetted for flexibility of implementation with ALL students, evidence-based support of all items, resources, etc., and the ability to help fill the gap of learning-loss incurred due to the COVID-19 impact on the overall education of our students and its effect on their families. The ability to purchase and implement curriculums such as Scholastic Action, iXL, iLit EL and others to provide students with intervention supports that can be accessed remotely as well as in-person so that they can be of use to them whether school is running in Remote, Hybrid or in-person settings in order to help close learning gaps. Teachers and students will also be able to

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ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



	<p>access professional development, curriculum resources and supplies to support SEL through Arts Education allowing students to find creative outlets to support their emotional needs and offer a space for self-expression. Arts education and artistic experience play an important role in students' social and emotional development, and are critical in helping to address students' social and emotional needs in the context of the current health crisis. When student voice and community are elevated, and youth are empowered to explore the full spectrum of artistic engagement, developmental experiences and developmental relationships have space to flourish.</p>		<p>access professional development, curriculum resources and supplies to support SEL through Arts Education allowing students to find creative outlets to support their emotional needs and offer a space for self-expression. Arts education and artistic experience play an important role in students' social and emotional development, and are critical in helping to address students' social and emotional needs in the context of the current health crisis. When student voice and community are elevated, and youth are empowered to explore the full spectrum of artistic engagement, developmental experiences and developmental relationships have space to flourish.</p>	
Individuals with Disabilities Education Act (IDEA)	<p>Over 90% of our student population is on free lunch placing them in one of the lowest SE brackets and often come from single family homes. 50% of our student population is considered ELL and over 20% of our students fall into a SPED classification under IDEA. 98% of our student population identifies as Hispanic and tend to struggle with meeting the daily needs of proper academic support and resources at home relying on the school and education system as a whole to help meet their needs.</p>	13,242.05	<p>Over 90% of our student population is on free lunch placing them in one of the lowest SE brackets and often come from single family homes. 50% of our student population is considered ELL and over 20% of our students fall into a SPED classification under IDEA. 98% of our student population identifies as Hispanic and tend to struggle with meeting the daily needs of proper academic support and resources at home relying on the school and education system as a whole to help meet their needs.</p>	5,310.50

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA

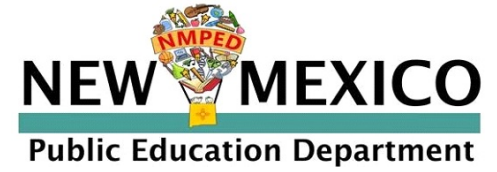


	<p>All funds will be used to implement and support a variety of resources, programs and practices that support the needs of ALL students in every subgroup. Any and all items provided to students via these funds will be vetted for flexibility of implementation with ALL students, evidence-based support of all items, resources, etc., and the ability to help fill the gap of learning-loss incurred due to the COVID-19 impact on the overall education of our students and its effect on their families.</p> <p>In cases where a student with special needs requires additional support resources or adaptive curriculum such as with visual or hearing-impaired students in order to ensure that all needs are met and all necessary supports are provided in an equitable manner to any and all students that require such support. Equally support supplies such as alternative seating options for students with ADHD in order to facilitate increased focused engagement leading to better academic retention of information allowing students to succeed.</p>		<p>All funds will be used to implement and support a variety of resources, programs and practices that support the needs of ALL students in every subgroup. Any and all items provided to students via these funds will be vetted for flexibility of implementation with ALL students, evidence-based support of all items, resources, etc., and the ability to help fill the gap of learning-loss incurred due to the COVID-19 impact on the overall education of our students and its effect on their families.</p> <p>In cases where a student with special needs requires additional support resources or adaptive curriculum such as with visual or hearing-impaired students in order to ensure that all needs are met and all necessary supports are provided in an equitable manner to any and all students that require such support. Equally support supplies such as alternative seating options for students with ADHD in order to facilitate increased focused engagement leading to better academic retention of information allowing students to succeed.</p>	
<p>Adult Education and Family Literacy Act (AEFLA)</p>		<p>0.00</p>		<p>0.00</p>

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		26,484.10		10,621.00

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	Funds will be utilized to support training and implementation of proper COVID sanitization procedures and safe product and equipment usage	1,200.00	Funds will be utilized to support training and implementation of proper COVID sanitization procedures and safe product and equipment usage	1,000.00

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA

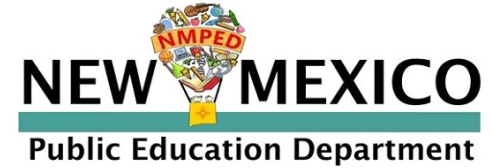


Purchasing supplies to sanitize and clean the LEA's facilities	Purchasing of authorized cleaning supplies to maintain cleanliness of all facilities.	8,000.00	Purchasing of authorized cleaning supplies to maintain cleanliness of all facilities.	6,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Improvements and upgrades to both indoor and outdoor facilities in order to provide a safer and healthier environment for ALL students and staff.	8,000.00	Improvements and upgrades to both indoor and outdoor facilities in order to provide a safer and healthier environment for ALL students and staff.	10,000.00
Improving indoor air quality	Improvements to air quality in response to the COVID-19 pandemic in the older parts of the building making them usable instructional space.	9,515.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA

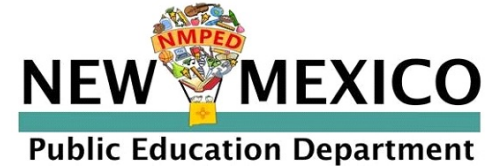


Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	Funds shall be used to purchase technology, hotspots and support software to meet the needs of All students and provide them with equitable resources that facilitate increased learning as well as assistive technology and resources when necessary.	10,000.00	Funds shall be used to purchase technology, hotspots and support software to meet the needs of All students and provide them with equitable resources that facilitate increased learning as well as assistive technology and resources when necessary.	5,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Social work services to help students and families identify and engage in community building and improved SEL	9,000.00	Social work services to help students and families identify and engage in community building and improved SEL	9,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Continued support of the Family and Community Support and Outreach liaison that spends time connecting with ALL families and helping to identify areas of need and struggle that ultimately affect the focus and learning of the student.	50,000.00	Continued support of the Family and Community Support and Outreach liaison that spends time connecting with ALL families and helping to identify areas of need and struggle that ultimately affect the focus and learning of the student.	20,000.00

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.			
Sub Totals		95,715.00	51,000.00

Program Consultation			
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	8/2/2021	9/16/2021	
Families	8/2/2021	9/17/2021	
School and district administrators (including Special Education administrators)	7/29/2021	9/3/2021	
Teachers	7/29/2021	9/3/2021	
Principals	7/29/2021	9/3/2021	
School leaders			
Other educators			
School support personnel	7/29/2021	9/3/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)	7/29/2021	9/3/2021	
Stakeholders representing the interests of:			

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



Children with disabilities	8/2/2021	9/17/2021	
English learners	8/2/2021	9/17/2021	
Children experiencing homelessness	8/2/2021	9/17/2021	
Children in foster care	8/2/2021	9/17/2021	
Migratory students	8/2/2021	9/17/2021	
Children who are incarcerated			
Other underserved students			

Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; 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 in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	No	99,571.75	8	1.08	0.00	0.00	0.00	0.00

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



ARP ESSER 2/3 rd Indirect Cost Rate	No	199,143.49	8	1.08	0.00	0.00	0.00	0.00
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Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access 	<p>La Academia Dolores Huerta will continually have measures in place to ensure that ALL (to include gender, race, national origin, color, disability, or age) participants have the resources necessary to be able to fully participate in all school supported activities and academic enrichment opportunities. All information will be disseminated via a variety of avenues such as REMIND APP, BAND APP, email, ophone call and paper notices in bilingual formats in order to ensure that ALL participants have access to the appropriate information and resources at all times. Regular needs assessments will be conducted in order to make any and all necessary accommodations to meet the needs of ALL participants involved.</p>

ARP Grant Application

2021-2022

LA ACADEMIA DOLORES HUERTA



<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL. —As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>False</p>
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>https://ladh.org/index.php?d=Reentry, Most Recent LADH Reentry Updates</p>
<p>The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021</p>	<p>True</p>
<p>The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)</p>	<p>True</p>