

# 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  | Approve                    | ARP ESSER Award 1/3 rd Balance    | 0.00      |

| Reserve Funds 20 %   |  |                    |   |                   |
|--|--|--------------------|---|-------------------|
|  | Narrative Response Directions:<br>-Please be specific to how these funds will meet the needs of underrepresented student groups.<br>Narrative1:  | 20 % of 2/3 Amount | Narrative Response Directions:<br>-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          | 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 | 19,914.35         |

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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.

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.

LADH will be looking to implement the iLit20 & iLit EL ([https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/PPS\\_Achievement\\_Changes\\_and\\_Remote\\_Learning\\_memo.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/PPS_Achievement_Changes_and_Remote_Learning_memo.pdf)) to help support increased reading and comprehension levels that may have declined due to COVID for all students with an emphasis on our EL and SPED Population whose literacy struggles may be greater than others.

IXL (<https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/50023>) is

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.

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.

LADH will be looking to implement the iLit20 & iLit EL ([https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/PPS\\_Achievement\\_Changes\\_and\\_Remote\\_Learning\\_memo.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/PPS_Achievement_Changes_and_Remote_Learning_memo.pdf)) to help support increased reading and comprehension levels that may have declined due to COVID for all students with

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another possible program that will be utilized as an intervention and enrichment program in order to fill any learning gaps not only for Regular Ed students but with extra built in supports for our SPED & EL populations as well.

Any materials/curriculums will be vetted to ensure that they are evidence-based. Implementation of evidence-based materials will 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.

Funds will also be used to hire an Educational Assistant and an Interventionist. These two people will help to support the implementation and monitoring of the programs that will be implemented. They will help students navigate through their areas of need and help to identify the necessary targeted supports to best help the

an emphasis on our EL and SPED Population whose literacy struggles may be greater than others.

IXL (<https://ies.ed.gov/ncee/reI/Products/Ask-A-REL/50023>) is another possible program that will be utilized as an intervention and enrichment program in order to fill any learning gaps not only for Regular Ed students but with extra built in supports for our SPED & EL populations as well.

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students' academic progress. They will also help conduct quarterly progress assessments to ensure proper program and monitor progress. Funds will also be used to cover costs of any and all Professional Development that is required for proper implementation of the identified programs and interventions.

Professional development for staff will consist of Dual Language approaches and supports (<https://www.cal.org/resource-center/publications-products/guiding-principles-3>) As well as an emphasis on Social Emotional Learning (<https://professional-development.ascd.org/social-emotional-learning>) and PD to help properly implement the online learning platforms, IXL & iLit.

Funds will also be used to hire an Educational Assistant and an Interventionist. These two people will help to support the implementation and monitoring of the programs that will be implemented. They will help students navigate through their areas of need and help to identify the necessary targeted supports to best help the students' academic progress. They will also help conduct quarterly progress assessments to ensure proper program and monitor progress. Funds will also be used to cover costs of any and all Professional Development that is required for proper implementation of the identified programs and interventions.

Professional development for staff will consist of Dual

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|  |     |           |   |          |
|--|-----|-----------|---|----------|
|  |     |           | Language approaches and supports<br>( <a href="https://www.cal.org/resource-center/publications-products/guiding-principles-3">https://www.cal.org/resource-center/publications-products/guiding-principles-3</a> )<br>As well as an emphasis on Social Emotional Learning ( <a href="https://professional-development.ascd.org/social-emotional-learning">https://professional-development.ascd.org/social-emotional-learning</a> ) and PD to help properly implement the online learning platforms, IXL & iLit. |          |
| Activities to address the Social Emotional Needs of all students   | Yes | 10,957.00 | Yes   | 7,014.40 |
| Activities to address the Academic Needs of all students   | Yes | 10,957.00 | 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     |
| 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 | 2,115.69  | No  | 0.00     |

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|   |     |                  |     |                  |
|---|-----|------------------|-----|------------------|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")) | Yes | 10,957.70        | Yes | 4,978.00         |
| English learners  | Yes | 10,957.00        | 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             |
| <b>Sub Totals</b>   |     | <b>45,944.39</b> |     | <b>21,950.75</b> |

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| Additional Reserve Funds (Optional)   |  |  |  |  |
|---|--|--|--|--|
|   | <p>Narrative Response Directions:<br/>-Please be specific to how these funds will meet the needs of underrepresented student groups.<br/>Narrative1:</p> |  | <p>Narrative Response Directions:<br/>-Please be specific to how these funds will meet the needs of underrepresented student groups.</p> |  |
| 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). |  |  |  |  |
| Activities to address the Social Emotional Needs of all students  | No   |  | No   |  |
| Activities to address the Academic Needs of all students  | No   |  | No   |  |
| 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   |  | No   |  |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)   | No   |  | No   |  |
| Students from low-income families   | No   |  | No   |  |

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|   |    |             |    |             |
|---|----|-------------|----|-------------|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")) | No |             | No |             |
| English learners  | No |             | No |             |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender)   | No |             | No |             |
| Migratory students  | No |             | No |             |
| Students experiencing homelessness  | No |             | No |             |
| Children and youth in foster care   | No |             | No |             |
| <b>Sub Totals</b>   |    | <b>0.00</b> |    | <b>0.00</b> |

## 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 SE | 13,242.05 | Over 90% of our student population is on free lunch placing them in one of the lowest SE | 5,310.50 |

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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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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 access professional development, curriculum

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|  |  |           |  |          |
|--|--|-----------|--|----------|
|  | <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>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 |

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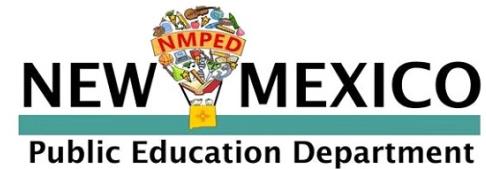


|   |   |      |  |      |
|---|---|------|--|------|
|   | All funds will be used to implement and support a variety of resources, programs and practices that support the needs of ALL students in every subgroup. Any and all items provided to students via these funds will be vetted for flexibility of 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.<br><br>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. |      | 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. 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. |      |
| Adult Education and Family Literacy Act (AEFLA) |   | 0.00 |  | 0.00 |

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|  |  |                  |  |                  |
|--|--|------------------|--|------------------|
| Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) |  | 0.00             |  | 0.00             |
|  |  | <b>26,484.10</b> |  | <b>10,621.00</b> |

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| 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 |

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|   |   |          |  |           |
|---|---|----------|--|-----------|
| 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 | All funds allocated will be used for improvements and upgrades to both indoor and outdoor facilities in order to provide a safer and healthier environment for ALL students and staff. There is currently a large 30x40 enclosed area that we would like to upgrade for expanded instructional space, however it requires upgrades to the current swamp cooler and proper insulation. There is also a large outdoor patio area that needs upgrades such as an ADA ramp access and shade/canopy covers and possibly outdoor patio fans to circulate air during warmer months as we are located in the much warmer southern area of the state, in order to be able to properly use the area for outdoor instructional space. | 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      |

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|  |  |           |  |          |
|--|--|-----------|--|----------|
| 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     |
| 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 <b>(see above for additional requirements for this activity)</b> | 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 |

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|   |   |                   |   |                  |
|---|---|-------------------|---|------------------|
| 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   | 30,000.00         | Social work services to help students and families identify and engage in community building and improved SEL   | 15,000.00        |
| 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. | 60,000.00         | 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. | 30,000.00        |
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.   |   |                   |   |                  |
| <b>Sub Totals</b>   |   | <b>126,715.00</b> |   | <b>67,000.00</b> |

## 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         |

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|   |           |           |  |
|---|-----------|-----------|--|
| 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  | 7/29/2021 | 9/3/2021  |  |
| Other educators   | 7/29/2021 | 9/3/2021  |  |
| School support personnel  | 7/29/2021 | 9/3/2021  |  |
| Unions  | 7/29/2021 | 9/3/2021  |  |
| Tribes(if applicable)   |           |           |  |
| Civil rights organizations (including disability rights organizations)          | 7/29/2021 | 9/3/2021  |  |
| Superintendents   | 7/29/2021 | 9/3/2021  |  |
| Charter school leaders (if applicable)  | 7/29/2021 | 9/3/2021  |  |

**Stakeholders representing the interests of:**

|                                    |          |           |  |
|------------------------------------|----------|-----------|--|
| 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      | 8/2/2021 | 9/17/2021 |  |
| Other underserved students         | 8/2/2021 | 9/17/2021 |  |

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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 |
| <b>ARP ESSER 1/3 rd Indirect Cost Rate</b> | No           | 99,571.75   | 8                  | 1.08            | 0.00         | 0.00            | 0.00                 | 0.00           |
| <b>ARP ESSER 2/3 rd Indirect Cost Rate</b> | No           | 199,143.49  | 8                  | 1.08            | 0.00         | 0.00            | 0.00                 | 0.00           |

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| Required Information - GEPA  |                    |
|--|--------------------|
| <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:<br/><a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric</p> <p>A satisfactory answer</p> <ul style="list-style-type: none"><li>• 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</li><li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li></ul> <p>May require revision</p> <ul style="list-style-type: none"><li>• 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</li><li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li></ul> | Required Narrative |

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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

True

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

True

# ARP Grant Application

2021-2022

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## Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate\*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: 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, provided in an alternative format accessible to that parent.

In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

|                             |   |            |
|-----------------------------|---|------------|
| First Posting               | <a href="https://ladh.org/index.php?d=Reentry">https://ladh.org/index.php?<br/>d=Reentry, Most Recent LADH<br/>Reentry Updates</a>  | 2/17/2021  |
| Second Posting (if needed*) | <a href="https://www.ladh.org/index.php?d=Arp">https://www.ladh.org/index.php<br/>?d=Arp,</a><br><a href="https://www.ladh.org/index.php?d=Arp">https://www.ladh.org/index.php<br/>?d=Arp</a> | 12/22/2021 |
| Third Posting (if needed*)  |   |            |
| Fourth Posting (if needed*) |   |            |
| Fifth Posting (if needed*)  |   |            |
| Sixth Posting (if needed*)  |   |            |

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|  |  |      |
|--|--|------|
| Seventh Posting (if needed*)   |  |      |
| Eighth Posting (if needed*)  |  |      |
| 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  |  | True |
| 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) |  | True |

## Posting of LEA's ARP ESSER III Application to the LEA's Website

| District                   | Date       | Please provide a link to the LEA's ARP ESSER III application on the LEA's website   |
|----------------------------|------------|---|
| LA ACADEMIA DOLORES HUERTA | 10/22/2021 | <a href="https://www.ladh.org/index.php?d=Arp">https://www.ladh.org/index.php?d=Arp</a> , Downloadable PDF of ARP/ESSER III Application |