

ARP Grant Application

2021-2022

SOUTH VALLEY PREP



Contact Information		Budget Table	
District	SOUTH VALLEY PREP	ARP ESSER Award 2/3 rd Allocation	446566.66
District Code	515	ARP ESSER Award 2/3 rd Debit	446566.66
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	charlotte.trujillo@southvalleyprep.org	ARP ESSER Award 1/3 rd Allocation	223283.33
Phone Contact	505-222-5642	ARP ESSER Award 1/3 rd Debit	223283.33
Application Status	Submit to State	ARP ESSER Award 1/3 rd Balance	0.00
Reserve Funds 20 %			

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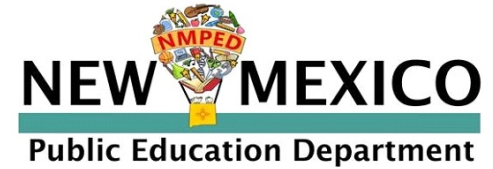


	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
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).	.5 Social Worker for 2 years to respond to students social and emotional needs and to address the disproportionate impact of COVID-19 on underrepresented student subgroups. SVP serves a high population of students represented in all of these subgroups. SVP Social worker will be available to support all students, support student self referrals requesting social and emotional support, families requesting mental health services and any other services needed as a result of the impact of COVID-19.	89,313.33	.5 Special Education Teacher to support learning loss of both returning and newly enrolled students with disabilities as a result of the disproportionate impact of COVID-19.	44,656.67

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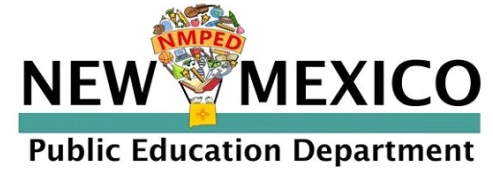


Activities to address the Social Emotional Needs of all students	Yes	96,000.00	No	44,656.67
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented 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)	Yes	0.00	No	0.00
Students from low-income families	Yes	0.00	Yes	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	0.00	Yes	0.00
English learners	Yes	0.00	Yes	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	0.00	Yes	0.00
Migratory students	Yes	0.00	Yes	0.00
Students experiencing homelessness	Yes	0.00	Yes	0.00
Children and youth in foster care	Yes	0.00	Yes	0.00
Sub Totals		96,000.00		44,656.67

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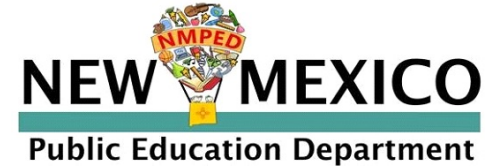
Additional Reserve Funds (Optional)

	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).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
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	No	0.00	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”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
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		0.00		0.00

Activities to Address Needs

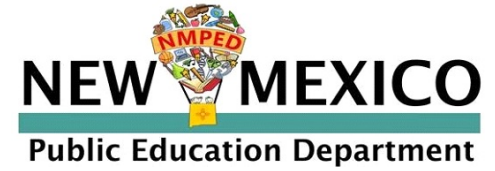
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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)		0.00		0.00

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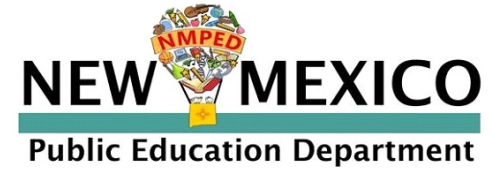


Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		0.00		0.00

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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

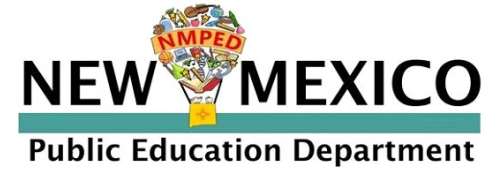
ARP ESSER 1/3

	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		0.00		0.00

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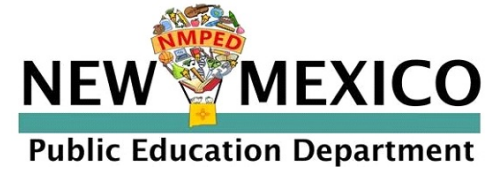


Purchasing supplies to sanitize and clean the LEA's facilities				0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality	SVP will allocate \$50,000 to support HVAC upgrade and replacement to improve indoor quality. HVAC upgrades and replacements will support Merv 13 filters enhancing our ability to limit the spread of COVID-19 and it's variants	50,000.00		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	Students and families have been significantly impacted with transportation needs to and from school. Families have identified transportation and access to transportation as a need. SVP will allocate \$45K towards contracting bus transportation services	50,000.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00

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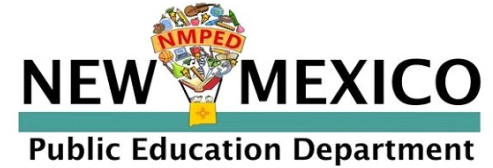


<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>SVP will allocate \$20,000 to increase cafeteria staff by .25 FTE for the 22.23 and 23.24 school year. This FTE increase will support food access for all students and families daily whether those students are learning in person or continue to learn remotely. The additional FTE will increase the school's ability to prepare and distribute school meals</p>	<p>20,000.00</p>		<p>0.00</p>
<p>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)</p>		<p>0.00</p>		<p>0.00</p>

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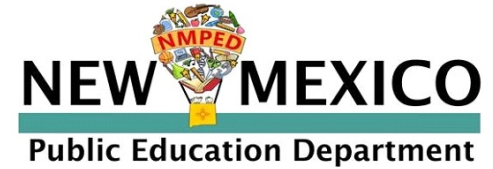


<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>SVP will allocate salary for the 23.24 school year for a continuation of Community Schools Coordinator. SVP Community schools coordinator ensures partnerships are in place to provide student, parent, family and community services identified by the Community Schools Equity Council and through parent and stakeholder input.</p>	<p>85,000.00</p>		<p>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>Out of school time programs, tutoring, enrichment programs and outdoor experiential programs</p>	<p>35,487.65</p>		<p>0.00</p>
<p>Addressing learning loss</p>	<p>SVP will allocate \$47,000 for salary and benefits to support a .5 FTE Interventionist for the 23.24 school year. SVP Interventionist will support individualized and small group needs based on learning loss as a result of the COVID-19 pandemic. SVP Interventionist will work in collaboration with SVP teachers and staff including MLSS coordinator, community schools coordinator, SVP Health and Wellness team to identify students in need of individualized academic support.</p>	<p>47,000.00</p>		<p>0.00</p>

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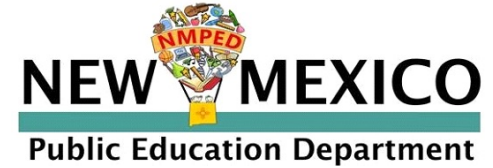


<p>Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff</p>	<p>SVP will allocate \$15,000 to support IT services to support consistent upgrades, service to devices and servers, supporting teachers in the use of cameras and promethian boards, upgrading, installing and supporting student assessment both in school and remotely if needed. In addition, SVP will allocate \$15000 to support increased costs of daily sanitization and deep cleaning of school facility due to COVID-19.</p>	<p>30,000.00</p>	<p>Maintaining operations and continuity of services specifically including the continued employment of existing LEA and school staff and outreach and marketing to ensure maintenance of enrollment. Due to the shutdown caused by the COVID-19 pandemic SVP was unable to maintain traditional methods of person to person recruitment of students in the local feeder schools and neighborhoods. Student recruitment will be done electronically, mailings, television and radio advertisements as well as through an updated more interactive website and electronic mailing service.</p>	<p>162,087.15</p>
<p>Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.</p>				
<p>Sub Totals</p>		<p>317,487.65</p>		<p>162,087.15</p>

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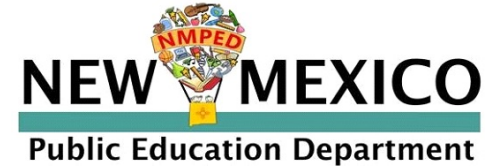


Program Consultation			
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	7/27/2021	8/25/2021	
Families	7/27/2021	8/25/2021	
School and district administrators (including Special Education administrators)	8/2/2021	8/25/2021	
Teachers	8/2/2021	8/25/2021	
Principals	8/2/2021	8/25/2021	
School leaders	8/2/2021	8/25/2021	
Other educators	8/2/2021	8/25/2021	
School support personnel	8/2/2021	8/25/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	8/2/2021	8/25/2021	
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	7/27/2021	8/25/2021	
English learners	7/27/2021	8/25/2021	
Children experiencing homelessness	7/27/2021	8/25/2021	
Children in foster care	7/27/2021	8/25/2021	
Migratory students	7/27/2021	8/25/2021	
Children who are incarcerated	7/27/2021	8/25/2021	

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Other underserved students	7/27/2021	8/25/2021
<p>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.</p>		
<p>*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.</p>		

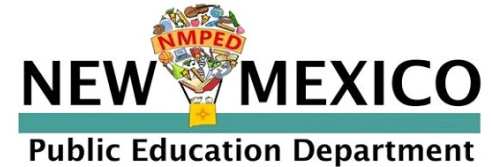
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	223,283.33	8	1.08	0.00	16,539.51	223,283.33	206,743.82
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	446,566.66	8	1.08	0.00	33,079.01	446,566.66	413,487.65

Required Information - GEPA	
	Required Narrative
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.	South Valley Preparatory school intends to take all steps necessary to ensure equitable access and participation in all

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For examples of applicable, relevant, acceptable responses, please see:

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- 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

May require revision

- 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

programming for students, teachers and all other program beneficiaries including those with special needs. South Valley Preparatory school will ensure that steps and process are taken to ensure that any barriers that may impede equitable access or participation based on gender, race, national origin, color, disability or age.

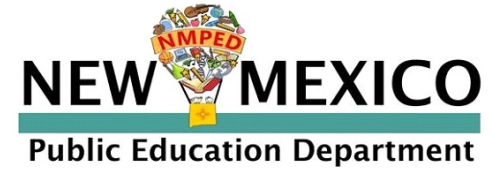
South Valley Preparatory School will take the following steps to overcome any identified or perceived barriers:

1. Provide all program information in both English and all other identified home languages
2. Provide and use instructional materials that support high quality learning and student engagement that is linguistically and culturally relevant
3. Provide and use instructional materials that provide accommodations, modifications and or differentiations based on all needs of students with disabilities.

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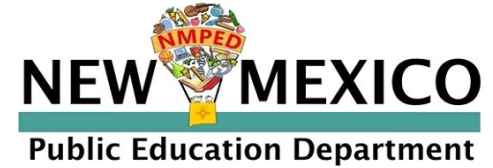


4. Engage in outreach efforts and student recruitment including teacher recommendation and identification of specific student subgroups that may be less likely to enroll in specific courses.
5. Provide a safe, secure and inviting environment that addresses concerns of any student, staff and program beneficiary including LGBTQ, Students with Disabilities, English Language Learners and any other student subgroup
6. Provide multiple opportunities for students, parents and other program beneficiaries to provide program input and evaluation to ensure programs are accessible to all.

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<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>True</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>http://www.southvalleyprep.org , http://www.southvalleyprep.org</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>