

ARP Grant Application

2021-2022

SANDOVAL ACADEMY OF BILINGUAL EDUCATION



Contact Information		Budget Table	
District	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	ARP ESSER Award 2/3 rd Allocation	239987.01
District Code	563	ARP ESSER Award 2/3 rd Debit	239987.01
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	jrodriguez@nmsabe.org	ARP ESSER Award 1/3 rd Allocation	138494.72
Phone Contact	505-771-0555	ARP ESSER Award 1/3 rd Debit	138494.72
Application Status	Approve	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).	Needs were determined based on input through a parent survey, staff survey, staff meetings, needs assessments, and meetings with our school leadership team. It was determined that support was needed for staff/teachers, students, and families. Teachers identified their need for development in social	47,997.40	Needs were determined based on input through a parent survey, staff survey, staff meetings, needs assessments, and meetings with our school leadership team. It was determined that support was needed for staff/teachers, students, and families. Teachers identified their	27,698.94

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emotional learning and teaching and providing support to students who are demonstrating academic needs. It was also determined that continued support was needed for families in the event of crisis incidents and student attendance. Based on the data collected, administration determined the research-based resources and supports.

Sandoval Academy of Bilingual Education has contracted with a school social worker that also serves as a school/parent liaison. The parent liaison serves as a contact with families and students who need crisis support and/or concerns about student attendance. As a result of her intervention and support, SABE has seen improvements to our students attending school more regularly. Our school liaison has served over 20 students/families this year alone. –All families have been provided with access to outside

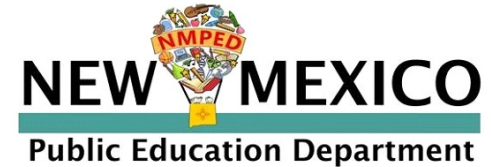
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services including private counseling, assistance with car repair, assistance with paying for utilities, and suggestions on best practices to support student success while at school. We have seen our attendance improve considerably to less than 8% on average for the last week. As research from the USDE presents, involving community liaisons that value community members is one of the most success parent engagement strategy. The school/parent liaison meets weekly, or more frequently as deemed necessary with parents and students. The school/parent liaison also informs the teacher of the communication and supports offered to said families.

https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

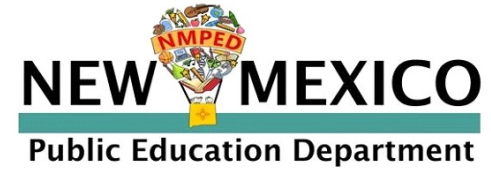
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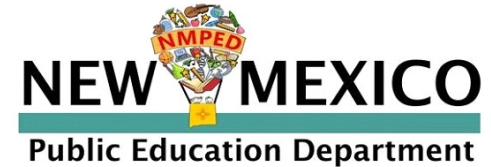
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<https://s3-us-west-1.amazonaws.com/sown-to-grow/sown-to-grow-evaluation-summary-april-2018.pdf>

<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

In effort to respond to the loss of essential and foundational math and reading skills during the year of the pandemic, Sandoval Academy has implemented small group intervention groups for the lowest performing students in 1st – 3rd grade that is provided four days a week during the school day. We purchased and are utilizing the American Reading Company’s assessment, progress monitoring tools and curriculum. It has been purchased a support all students in kindergarten through third grade, in both English and Spanish. The use of the progress monitoring tool,

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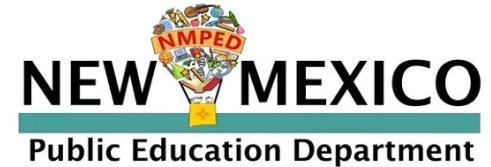
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the assessment tool, and the continued implementation of the curriculum for students in kindergarten through third grade is intended to support individualized support for all students. Sandoval Academy staff uses the information collected from the assessments (IRLA, ENIL, Istation, Eureka Math) and provides small group targeted/differentiated instruction in reading in English and Spanish and math. It also supports the students home language to also provide additional support to our English language learners. Over the next years, American Reading Company will be instrumental for continued support to close skill gaps in reading while ensuring that all students are receiving differentiated instruction and grade level instruction as aligned to Common Core State Standards.

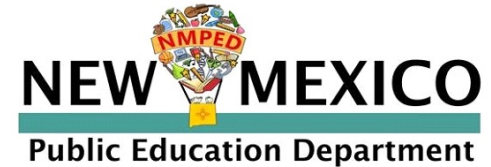
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<https://www.govinfo.gov/content/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf>

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Intervention, early intervention in reading reduces the proportion of children at risk for reading failure and reduces the proportion of poor readers.

<https://intensiveintervention.org/resource/what-research-and-its-implications-early-intervention-reading>

<https://intensiveintervention.org/resource/data-based-individualization-english-learners>

Implementing Data-Based Individualization for English Learners:
intensiveintervention.org

Educators and leadership have and will continue performing data studies on the growth of all students based on Sandoval Academy's benchmark assessments and progress monitoring tools, including NWEA Reading, NWEA Math, NWEA Español, Istation, Istation Español, American Reading Company IRLA & ENIL

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Activities to address the Social Emotional Needs of all students	Yes	15,000.00	Yes	10,849.47
Activities to address the Academic Needs of all students	Yes	15,000.00	Yes	10,849.47
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	Yes	5,999.00	Yes	2,000.00

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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	5,999.00	Yes	2,000.00
English learners	Yes	5,999.40	Yes	2,000.00
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	
Sub Totals		47,997.40		27,698.94

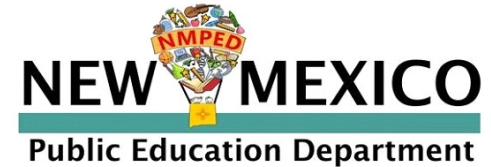
Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
<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</p>	<p>Needs were determined based on input through a parent survey, staff survey, staff meetings, needs assessments, and meetings with our school leadership team. It was determined that support was needed for staff/teachers, students, and families. Teachers identified their need for development in social emotional learning and teaching and providing support to students who are demonstrating academic</p>	<p>Needs were determined based on input through a parent survey, staff survey, staff meetings, needs assessments, and meetings with our school leadership team. It was determined that support was needed for staff/teachers, students, and families. Teachers identified their need for development in social emotional learning and teaching and providing support to</p>

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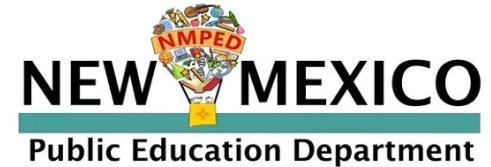
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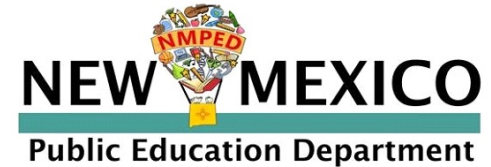
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<https://s3-us->

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<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

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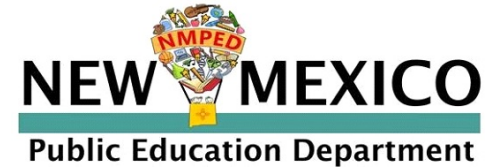
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Research study links listed below can be found at

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African American Males Take Essential Steps Toward College and Career

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Implementing Data-Based Individualization for English Learners: intensiveintervention.org

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Activities to address the Social Emotional Needs of all students	Yes	20,994.80	Yes	18,395.29
Activities to address the Academic Needs of all students	Yes	20,994.81	Yes	37,400.49
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
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		41,989.61		55,795.78

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Activities to Address Needs

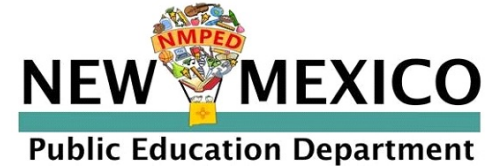
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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
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		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		0.00		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	SABE will contract with transportation for bus services to meet the needs of families.	60,000.00	SABE will contract with transportation for bus services to meet the needs of families.	10,000.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs				
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

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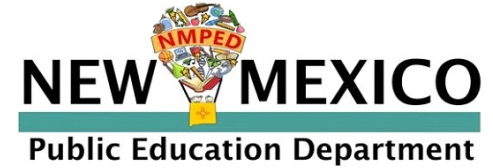


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>SABE will use funds to purchase educational technology for the classrooms and for teachers to provide access to appropriate educational technology, like interactive boards, to support in-school learning and in the event of long-term closures.</p>	<p>50,000.00</p>	<p>SABE will use funds to purchase educational technology for the classrooms and for teachers to provide access to appropriate educational technology, like interactive boards, to support in-school learning and in the event of long-term closures.</p>	<p>5,000.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>				
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>				
<p>Addressing learning loss</p>		<p>0.00</p>		<p>0.00</p>
<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>SABE will use funds to consult with health professionals, attorneys, and hire staff to maintain and support efforts to maintain operation of and continuity of services. SABE will use these funds for various needs and activities.</p>	<p>40,000.00</p>	<p>SABE will use funds to consult with health professionals, attorneys, and hire staff to maintain and support efforts to maintain operation of and continuity of services. SABE will use these funds for various needs and activities.</p>	<p>40,000.00</p>

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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		150,000.00	55,000.00

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	4/28/2021	9/22/2021	
Families	4/28/2021	9/22/2021	
School and district administrators (including Special Education administrators)	4/28/2021	9/22/2021	
Teachers	4/28/2021	9/22/2021	
Principals	4/28/2021	9/22/2021	
School leaders	4/28/2021	9/22/2021	
Other educators	4/28/2021	9/22/2021	
School support personnel	4/28/2021	9/22/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents			
Charter school leaders (if applicable)	4/28/2021	9/22/2021	
Stakeholders representing the interests of:			

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Children with disabilities	4/28/2021	9/22/2021	
English learners	4/28/2021	9/22/2021	
Children experiencing homelessness	4/28/2021	9/22/2021	
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students	4/28/2021	9/22/2021	

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.

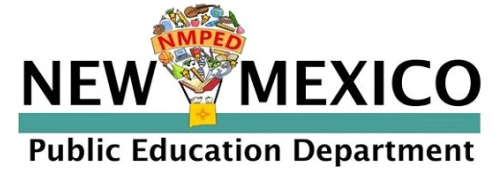
Indirect Cost Rate

	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	119,993.51	8	1.08	0.00	0.00	0.00	0.00

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ARP ESSER 2/3 rd Indirect Cost Rate	No	239,987.01	8	1.08	0.00	0.00	0.00	0.00
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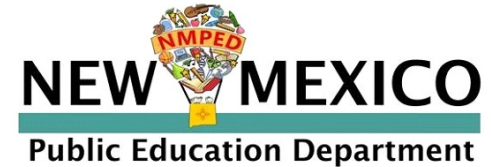
Required Information - GEPA

Required Narrative

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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.

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

SABE's ARP plan supports all students served at our school/district including our at-risk population (second language learners, economically disadvantaged students, students with disabilities, minority students, Native American students, homeless students and foster students). SABE will ensure compliance with Section 427 of the General Education Provision Act (GEPA) and does not discriminate based on age, race, color, religion, handicap, national origin, ancestry, physical ability, marital status, sexual orientation, or political affiliations.

Potential barriers that have been identified are the following: inability to contact and remain in contact with families, limited online learning/teaching options, social and emotional needs that are beyond our expertise, and technology gaps for students, staff, and families. To address these needs, a team has been established to provide support to all in need. Teachers, administration, support staff, parent liaison, attendance clerk will all assist as needed to provide the supports and/or referrals to support our students. SABE will take every step possible to ensure everyone has equitable access to our educational program, resources, supports whether at school learning or in remote learning.

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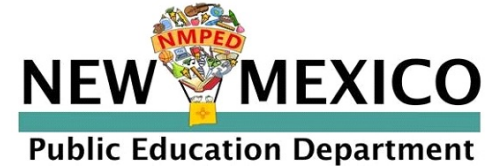


<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency 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>	

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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.

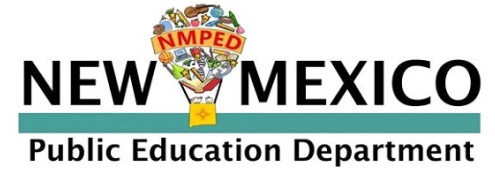
In the fields below, please provide a link to the LEA’s most current posted plan on the LEA’s website, and the date the plan was posted to the LEA’s website.

First Posting	https://nmsabe.org/about/2020-2021-reentry-plan-2/ , SABE's Re-Entry 2020-2021 Plan	
Second Posting (if needed*)	https://nmsabe.org/parents/covid-response-plan/ , SABE's Safe Return Plan	12/9/2021
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
SANDOVAL ACADEMY OF BILINGUAL EDUCATION	10/26/2021	https://nmsabe.org/2021-2022-american-rescue-plan-application/ , ARP Application Link